DOCUMENT RESUME

ED 250 535 CE 040 073

AUTHOR	Bromley, Ann; And Others
TITLE	A Model Program for Sex Equity in Vocational Education. Final Report from July 1, 1983 to August 31, 1984.
INSTITUTION	Santa Fe Community Coll., Gainesville, Fla.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE	31 Aug 84
NOTE	114p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Career Counseling; Career Education; Career Guidance; Curriculum Development; Demonstration Programs; Displaced Homemakers; Economically Disadvantaged; Elementary Secondary Education; Employment Services; Females; *Job Placement; Minority Groups; *Nontraditional Occupations; Nontraditional Students; Postsecondary Education; Program Development; *Program Implementation; Sex Discrimination; *Sex Fairness; Sex Stereotypes; Student Recruitment; Two Year Colleges; Vocational Education; *Womens Education
IDENTIFIERS	*Fire Extinguisher Maintenance Specialists; Fire Extinguishers

ABSTRACT

The Sex Equity Program at Santa Fe Community College continued to foster innovative approaches to overcoming sex-role stereotyping and discrimination in vocational education, training, and employment. It focused on four major areas: awareness/recruitment; education of students and staff at the college; support/job placement for enrolled nontraditional students, graduates, and dropouts; and short-term technical training programs. In 1983-84, over 1,350 persons were directly served through workshops, presentations, counseling, employability skills assistance, job placement and support, courses, and the short-term training program. Workshops and presentations on sex-role stereotyping and nontraditional career options were offered to elementary and middle schools for the first time. Increased access for displaced homemakers, minorities, and the economically disadvantaged was provided by cooperative relations developed with the Displaced Homemakers Program, housing project social workers, Job Corps, and the Community Action Agency. A "Directory of Non-traditional Women Workers in Alachua and Bradford Counties" was compiled as a resource to career options. A six-week intensive training program was developed and implemented to prepare students for a career as Fire Extinguisher Maintenance Specialist, the first of its kind in the nation. Appendixes include correspondence, articles, a brochure, and "Directory of Non-traditional Women Workers." (YLB)

ED250535

Final Report

Project No. 012-2V00-22N31

From July 1, 1983 to August 31, 1984

A Model Program for Sex Equity in Vocational Education

Santa Fe Community College
3000 N. W. 83 Street
Gainesville, Florida 32602

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Ann Bromley
Linda Lanza-Kaduce
Susan Motz

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J D Mills

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

CE040073

TABLE OF CONTENTS

I. TITLE PAGE. i

II. TABLE OF CONTENTS ii

III. ACKNOWLEDGEMENTS. iii

IV. INTRODUCTORY SECTION

ABSTRACT. 1

INTRODUCTION. 2

METHODS 7

V. FINDINGS AND ANALYSIS

RESULTS AND FINDINGS. 20

VI. CONCLUSIONS AND RECOMMENDATIONS 33

VII. APPENDICES. 35

ACKNOWLEDGEMENTS

Through the years the Sex Equity Program has been extremely fortunate to receive the support of numerous individuals and agencies. Because of this firm commitment to the philosophies of Sex Equity, the program has been able to provide community services to help enhance and enrich many lives. It would be impossible to name all of those individuals and agencies that have been supportive. However, there are a few that the program would like to acknowledge. These persons and agencies have demonstrated a high degree of commitment to Sex Equity and have worked with diligence and involvement that surpass any customary sense of responsibility. Sex Equity first acknowledges the Florida State Department of Vocational Education for its continued funding of the program. Special thanks are extended to Santa Fe Community College for its support and continued sponsorship of the Sex Equity grant.

Alachua and Bradford County Schools, counselors and teachers

Tom Eadie, University of Florida

Jane Potter, Florida Fire Extinguisher Company, Inc.

Brian Kinsell, Gator Fire Extinguisher Co.

James Verren, Chief of the Bureau of Explosives and Fire Equipment,
State Fire Marshal's Office

Barry Byrd, Senior Chemical Specialist, Bureau of Fire Standards and Training,
State Fire Marshal's Office

Marsha Pitts, National Sales Manager, Walter Kidde Company

Job Service of Florida

Sally da Silva, Job Corps

Dr. Jack Fuller, Dean of Vocational Education
Santa Fe Community College

Vocational Instructors, Santa Fe Community College

Patsy Frenchman and staff, Santa Fe Community College Work Exploration Program

Pat Smittle and staff, Individual Manpower Training System Program
Santa Fe Community College

Media Services, Santa Fe Community College, Bob Lightner and Ray Hale

Employment Specialists Jo Ann Harbin, Job Service of Florida; Lieutenant David Cowart,
Gainesville Police Department; Alan Negin, Work Exploration

Joan Suchorski, Coordinator of the Private Industry Council
Gainesville Area Chamber of Commerce

ABSTRACT

The Sex Equity Program at Santa Fe Community College, funded by the Florida Department of Education, Division of Vocational Education, has continued to foster innovative approaches to overcoming sex-role stereotyping and discrimination in vocational education, training and employment. While major advances have occurred in educational and occupational opportunities for women and minorities, continued efforts are necessary to dispel deeply held prejudices and myths concerning the "proper" roles of men and women in the world of work. The Sex Equity Program has successfully pursued its goals of awareness/ recruitment in Alachua/Bradford counties, education of students and staff at the college, support/job placement for enrolled non-traditional students as well as graduates and drop-outs, and short-term technical training programs.

In 1983-84, over 1,350 non-duplicated persons were directly served through workshops, presentations, counseling, employability skills assistance, job placement and support, courses and the short-term training program. A new slide tape presentation which highlights statistics on women and work was developed. Counseling and workshop resources were further improved by the compilation of a Directory of Non-traditional Women Workers in Alachua and Bradford Counties. Workshops and presentations on sex-role stereotyping and non-traditional career options were offered to elementary and middle schools for the first time in addition to those presented to area high schools. Increased access to displaced homemakers, minorities and the economically disadvantaged was provided by cooperative relations developed with the Displaced Homemakers Program, housing project social workers, Job Corps and the Community Action Agency.

A six week intensive training program was developed and implemented to prepare women and men for careers as Fire Extinguisher Maintenance Specialists, the first of its kind in the nation. The technical training curriculum was developed with the support and cooperation of the State Fire Marchal's Office, University of Florida and local fire extinguisher maintenance companies. Hands-on experience was provided in inspecting, hydrotesting and recharging water pressure and dry chemical extinguishers. An extensive review of applicable laws and codes prepared students to pass the Permit I test necessary to work in the field. Job opportunities for the graduates were numerous. Eighteen companies announced thirty-seven openings. Because of the training program, Sex Equity was fortunate to receive coverage in local newspapers, in a national trade journal and be mentioned at the Fire Equipment Dealers Association conference. As a direct result, letters requesting training program information and graduates came from as far as Texas and Illinois.

The Southern Growth Policies Board, a public interstate agency governed and supported by the state governments of thirteen southern states, selected the Sex Equity Program as one of four model programs in the Southern region. The Sex Equity Program was featured in their bi-monthly publication, Foresight.

INTRODUCTION

Current trends in the labor force include an increase in the number of men and women working in jobs that are not traditional for their sex. More men are entering nurturing professions such as nursing and elementary school teaching while women are beginning to hold more management and technical jobs. But progress has been slow. Sex segregation in education, training and employment is still predominant.

According to Bureau of Labor statistics, women expanded their ranks in such traditionally male-dominated occupations as medicine, law, administration and college teaching. Yet most women remain in traditional "women's work", comprising the bulk of service workers, secretaries, bank tellers, school teachers and nurses. Women have made little headway into the skilled trades and many technical fields. As a result, women continue to earn roughly sixty percent of what men earn.

The tremendous influx of women into the labor market has increased the income and standard of living for many married couples and families. At the same time, however, the poverty rates of women have increased. Two out of every three persons in poverty are women and half of the families in poverty are headed by females.

Sex role stereotyping and vocational tracking continue to limit opportunities for women and men. Progress has been made in large part due to the Vocational Education Act in 1976 and programs such as the Model Program for Sex Equity in Vocational Education at Santa Fe Community College. Educational opportunities in vocational education are more open to persons of both sexes than ever before. But efforts must continue especially to widen career opportunities and earning power for women and minorities and increase their chances for employment in jobs with higher pay and advancement possibilities.

The State of Florida Department of Education Division of Vocational Education has responded to these crucial needs by continuing to fund programs to facilitate sex equity in vocational career choice, education, training and employment. Target populations include displaced homemakers, women, disadvantaged persons and minorities.

The Sex Equity Program at Santa Fe Community College focused on four major areas: awareness/recruitment; education; support/job placement; and technical training programs. The awareness/recruitment component of the grant sought to increase community awareness of career opportunities in vocational education, to break down long held sex stereotypes in occupational abilities, and to emphasize the advantages of non-traditional careers for men and women. Community awareness campaigns serve as a valuable recruitment tool. The education segment of the Sex Equity Program worked within the college community to provide students with information about non-traditional careers through college courses, a resource library and workshops. Through support/job placement services, the program

worked with Santa Fe Community College students enrolled in both non-traditional vocational education programs and short-term technical training programs to assist them in successfully completing their training and launching their careers. The last and most unique feature of the Sex Equity Program was the development and implementation of short-term technical training programs in conjunction with local industry. These training programs serve to provide marketable entry level skills to individuals from the target populations and help local industry to meet their labor market needs.

Change in society's attitudes towards women and minorities in the world of work is evidenced by increased enrollments in non-traditional vocational education and training programs. The Sex Equity Program's goals and objectives are designed to maintain and enhance this movement. While some fields which were male dominated, such as drafting and many newly emerging fields such as computer sciences, are becoming truly open to both sexes, this is still not the case with many trade and industry programs such as building construction and welding. In an effort to eliminate these occupational barriers, the Sex Equity Program has increased its efforts in providing workshops on sex-role stereotyping and expanding career options.

This year the program expanded the scope of its services. Community awareness workshops were presented in the elementary and middle schools of Alachua County. Cooperation with the new Displaced Homemakers Program improved recruitment of that target population. Contacts with the Job Corps increased services to the economically disadvantaged and minority individuals. Counseling efforts reached out to students no longer enrolled in non-traditional courses of study to improve student retention rates. A new and unique training program in a critical public safety field, fire extinguisher maintenance, was developed and implemented. Each of these accomplishments contributed to a successful year for the Sex Equity Program.

A complete and specific listing of the goals and objectives of the Sex Equity Program for 1983-84 follows:

AWARENESS/RECRUITMENT

TO CONTINUE A COMMUNITY WIDE CAMPAIGN TO INCREASE AWARENESS OF CAREER CHOICES IN VOCATIONAL EDUCATION WITH PARTICULAR EMPHASIS ON NON-TRADITIONAL CAREERS FOR MEN AND WOMEN, AND TO INCREASE THE RECRUITMENT OF INDIVIDUALS INTO NON-TRADITIONAL VOCATIONAL PROGRAMS.

A. Workshops and seminars presented to schools, industry and community groups on non-traditional vocational career opportunities, the best jobs for women in the 1980's, the benefits of non-traditional careers, assertiveness training and sex-role stereotyping.

B. Articles published on the Sex Equity Vocational Education Program in organization newsletters, newspapers and other relevant publications.

C. Current flyers, posters and brochures on non-traditional vocational education career opportunities and benefits revised and disseminated.

D. Public service announcements prepared for airing on radio and television about the Sex Equity Vocational Education Program at Santa Fe Community College.

E. Cooperative relationships with CETA, Florida State Employment Services, Alachua and Bradford Counties' School Boards, local industry, and the Gainesville Area Chamber of Commerce by participating in the Private Industry Council continued.

F. Advocacy of the use of sex-fair language, content and pictures in all of Santa Fe Community College vocational education recruitment and classroom materials continued. Special emphasis will be placed on contacting publishers of vocational education text books which are presently in use and are not sex-fair in their presentation.

G. Career counseling and guidance provided to individuals interested in exploring non-traditional vocational careers, particularly for displaced homemakers, economically disadvantaged persons, and minorities.

H. A Career Fair sponsored with the Office of Student Development at which individuals can explore careers with representatives from various occupational fields from the community. Among those serving on the Advisory Committee are representatives from Santa Fe Community College, the Gainesville Area Chamber of Commerce and Alachua and Bradford Counties' School Boards.

I. New personnel at Santa Fe Community College informed about the Sex Equity Vocational Education Program, its services and the need for sex-fairness in dealing with students.

J. Radio and television talk shows and programs about the Sex Equity Vocational Education Program and non-traditional workers developed and disseminated.

K. Representation continued on the Cosmotology Advisory Committee to assist in the program's efforts to be sex-fair in its recruitment.

EDUCATION

TO CONTINUE TO EDUCATE STUDENTS AND OTHERS ABOUT NON-TRADITIONAL VOCATIONAL CAREERS.

A. Educational workshops/seminars conducted for students enrolled at Santa Fe Community College using the program's acquired written and audio-visual educational materials on non-traditional careers, sex-role stereotyping, and women in the labor market.

B. The credit course, "Occupational Alternatives for Women: A Survey Course on Non-traditional Careers" offered to students as part of the Santa Fe Community College vocational education curriculum.

C. The collection of resource and educational material on non-traditional careers, sex-role stereotyping, and women in the labor market expanded for the Sex Equity Program Library used by students, faculty, staff and the community.

SUPPORT/JOB PLACEMENT

TO PROVIDE SUPPORTIVE AND JOB PLACEMENT SERVICES TO STUDENTS ENROLLED IN NON-TRADITIONAL VOCATIONAL EDUCATION PROGRAMS AT SANTA FE COMMUNITY COLLEGE.

A. Counseling provided to all students enrolled in non-traditonal programs as needed and referrals effected when necessary.

B. To collect information for a directory of non-traditional workers from Alachua and Bradford counties which will give students in non-traditional programs access to workers in their chosen field. This access will provide them with support and job information.

C. Students in the non-traditional vocational education programs assisted with placement by serving as a liaison between employers and students.

D. Programs provided that are appropriate to the needs of students as stated in the "1982 Santa Fe Community College Vocational Education Needs Assessment of Non-traditional Program Participants."

E. Employability of the non-traditional vocational education student facilitated by providing information on ways to seek and maintain employment.

F. Regular Advisory Committee meetings held. The Advisory Committee is composed of Santa Fe Community College non-traditional students and non-traditional workers from the community. The Advisory Board will assist the Sex Equity Program staff with recruiting and in identifying and providing support services to other students enrolled in non-traditional vocational education programs.

G. A practicum students from the University of Florida recruited to work with the support/job placement component of the program.

TRAINING PROGRAMS

TO PLAN AND IMPLEMENT SPECIALIZED, SHORT-TERM, TECHNICAL TRAINING PROGRAMS IN CONJUNCTION WITH LOCAL INDUSTRY, THE GAINESVILLE CHAMBER OF COMMERCE, THE PRIVATE INDUSTRY COUNCIL, AND SANTA FE COMMUNITY COLLEGE.

A. The Advisory Committee of one of the previous technical training

programs re-established. The training program to be repeated will be determined by labor needs in the local community at that time. Under consideration are Video Game and Vending Machine Repair, Small Engine Repair, or the Technical Training Program.

B. An Advisory Committee established with educators and individuals from the community interested in cooperating with developing a new training program to be determined by industry needs. The Advisory Committee will develop the curriculum for the short-term technical training program.

C. The necessary physical arrangements made, essential teaching materials gathered, and instructor contracts prepared.

D. Participants recruited, interviewed, tested, and selected for the training programs.

E. The short-term technical training programs implemented.

F. Job placement of the short-term training program graduates facilitated by serving as a liaison between students and interested employers.

G. An evaluation conducted at the conclusion of the special training programs by participants and the Advisory Council. A six month follow-up evaluation of the training programs graduates and their supervisory conducted.

METHODS

I. AWARENESS/RECRUITMENT

TO CONTINUE A COMMUNITY WIDE CAMPAIGN TO INCREASE AWARENESS OF CAREER CHOICES IN VOCATIONAL EDUCATION WITH PARTICULAR EMPHASIS ON NON-TRADITIONAL CAREERS FOR MEN AND WOMEN, AND TO INCREASE THE RECRUITMENT OF INDIVIDUALS INTO NON-TRADITIONAL VOCATIONAL PROGRAMS.

A. WORKSHOPS AND SEMINARS PRESENTED TO SCHOOLS, INDUSTRY AND COMMUNITY GROUPS ON NON-TRADITIONAL VOCATIONAL CAREER OPPORTUNITIES, THE BEST JOBS FOR WOMEN IN THE 1980'S, THE BENEFITS OF NON-TRADITIONAL CAREERS, ASSERTIVENESS TRAINING AND SEX-ROLE STEREOTYPING.

The Sex Equity Program continued to conduct workshops and presentations to schools, industry and community groups. This year, the program developed workshops and presentations specifically designed for elementary and middle school students. At an early age, sex-role stereotyping begins to appear, which subsequently limits career options. Available audio-visual materials, pictures of men and women in non-traditional careers, graphs and student exercises were used in workshops on sex-role stereotyping, non-traditional career options, the history of women and work and the best jobs for the 1980's. These workshops were made available to individual classes and small groups as it is often more effective to deal with younger people more directly.

Guidance counselors in Alachua and Bradford Counties' elementary, middle and high schools, the Girl Scouts and Salvation Army youth groups were contacted by letter and follow-up telephone calls to inform them of the availability of the Sex Equity Program offerings. Special efforts were made to meet the needs of target populations, minorities, displaced homemakers, and economically disadvantaged persons. Sex Equity staff worked with the Alachua County School Board's Adult Education Program at the Agribusiness Center and Project ACCEPT, a special program for pregnant teenagers, and with the Alachua County Detention Center, Community Action Agency, Department of Health and Rehabilitative Services, Job Training Partnership Act (JTPA), Summer Youth Employment Program, the Displaced Homemaker Program and Sexual and Physical Abuse Resource Center (SPARC).

A professional slide tape presentation was developed by a Santa Fe Community College Graphic Design student, in conjunction with the Sex Equity Program. The show included significant statistics

concerning women and work and the advantages of non-traditional occupations, as well as describing the services available through the Sex Equity Project. The Fire Extinguisher Maintenance Specialist short term training program was highlighted and documented with slides from the entire program. The show concluded with comments from former short term training program graduates who have been successfully employed in their non-traditional fields. This new slide tape show provided an up-to-date audio-visual resource for workshops and presentations.

To enhance workshops, presentations and displays on the Sex Equity Program, color charts and informational posters were developed. Information Services at Santa Fe Community College produced two eye catching posters on comparisons of men's and women's salaries and the under-representation of women in managerial and skilled trades occupations.

B. ARTICLES PUBLISHED ON THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM IN ORGANIZATION NEWSLETTERS, NEWSPAPERS, AND OTHER RELEVANT PUBLICATIONS.

As a part of a comprehensive awareness/recruitment strategy, articles published in newspapers, journals and newsletters were used to convey information about Sex Equity services and short-term training programs. Area newspapers, such as the Gainesville Sun and the Florida Times Union, trade journals and newsletters, such as "Focus on Women," expressed interest in writing articles both on the Sex Equity Program and the Fire Extinguisher Maintenance Specialist training. Advertisements were placed in newspapers and newsletters to recruit training program participants. The staff also sought to develop other relevant information outlets for articles on the program. The Southern Growth Policies Board, a public interstate agency governed and supported by the state governments of thirteen southern states and the Commonwealth of Puerto Rico, in a regional effort to develop, conserve and put to best use the South's natural and human resources, contacted the program for information.

C. CURRENT FLYERS, POSTERS AND BROCHURES ON NON-TRADITIONAL VOCATIONAL EDUCATION CAREER OPPORTUNITIES AND BENEFITS REVISED AND DISSEMINATED.

The program's major recruitment brochure, which highlights non-traditional careers and describes the services available through the Sex Equity Office and the flyer informing SIGI users of available services were revised and reprinted with the program's new telephone number. Two flyers announcing the Fire Extinguisher Maintenance Specialist training program were developed. All recruitment materials were widely disseminated on campus and throughout the community to service-providing agencies, businesses and industry. In an effort to increase target population recruitment, flyers were posted in Gainesville Regional Transit System buses. Brochures were also distributed at workshops.

While the Sex Equity Program was able to keep costs for the development and printing of recruitment materials low, this year changes in administrative policy now require that all college programs and grants pay duplicating charges. Program staff worked in conjunction with other college departments to design, produce and print all brochures and flyers.

D. PUBLIC SERVICE ANNOUNCEMENTS PREPARED FOR AIRING ON RADIO AND TELEVISION ABOUT THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM AT SANTA FE COMMUNITY COLLEGE.

Local radio and television media were utilized to advertise the Sex Equity Program and the Fire Extinguisher Maintenance Specialist Training Program. Public service announcements were prepared by Sex Equity staff and distributed by the College's Office of Information for training program recruitment. In addition, videotaped announcements provided by the State Department of Vocational Education, through the office of the Vocational Education Equity Specialist, were aired during the year to publicize the Sex Equity Program's services.

E. COOPERATIVE RELATIONSHIPS WITH CETA, FLORIDA STATE EMPLOYMENT SERVICES, ALACHUA AND BRADFORD COUNTIES' SCHOOL BOARDS, LOCAL INDUSTRY, AND THE GAINESVILLE AREA CHAMBER OF COMMERCE BY PARTICIPATING IN THE PRIVATE INDUSTRY COUNCIL CONTINUE.

CETA was phased out this year and replaced by the Job Training Partnership Act (JTPA). Program personnal have worked with JTPA since its inception both to understand what the new legislation can do to assist non-traditional students, job seekers and training program participants and to foster cooperative relations with JTPA coordinating agencies. The Gainesville Area Chamber of Commerce decided not to become part of JTPA and disbanded their Private Industry Council. Program staff researched information and attended meetings on JTPA legislation. Job Services of Florida, Alachua County School Board and Santa Fe Community College became the private contractor for the JTPA program. Channels of communication and working relationships were developed.

The Sex Equity Program strengthened its links with government agencies, community organizations and private industry. Groups, such as Sexual and Physical Abuse Resource Center (SPARC), Job Corps, Community Action Agency, Gainesville Area Women's Network, Health and Rehabilitative Services, University of Florida and Alachua and Bradford County School Boards, provided referrals, recruitment opportunities and training program support. Connections with private industry are vital for developing and implementing short term training programs, for job placement of students and clients and for keeping abreast of the area employment situation. The program continued its strong relationships with Sears & Roebuck, Servomation, local construction companies and TV cable companies as well as developing new contacts. The owner of Florida Fire Extinguisher Company served on the training program Advisory Board and assisted in the development of curriculum.

The program has offered to assist industry in recruiting and hiring qualified women and minorities.

F. ADVOCACY OF THE USE OF SEX-FAIR LANGUAGE, CONTENT AND PICTURES IN ALL OF SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION RECRUITMENT AND CLASSROOM MATERIAL CONTINUED. SPECIAL EMPHASIS WILL BE PLACED ON CONTACTING PUBLISHERS OF VOCATIONAL EDUCATION TEXT BOOKS WHICH ARE PRESENTLY IN USE AND ARE NOT SEX-FAIR IN THEIR PRESENTATION.

Each year, the Sex Equity Program reviews brochures and other recruitment materials distributed by Santa Fe's Department of Vocational Education. All vocational programs are encouraged to use sex-fair language, content and pictures and to include information about the Sex Equity Program services. Assistance with the preparation of new brochures and other publications was available. Pictures and graphic representations which include non-traditional workers were sent to Information Services, Graphic Design Instructors and Vocational Education Program Directors.

In order to insure that educational materials used by Vocational Education at Santa Fe Community College are sex-fair, lists of textbooks required for all courses were compiled. Since even scanning this large number of books was not feasible, the Sex Equity Program took a dual approach to the textbook situation. All publishers of the texts were sent letters emphasizing the importance of sex-fair language, pictures and illustrations. Instructors and program directors were informed about the letter and asked to be aware of the content of their texts, workbooks and audio-visuals. They were encouraged to contact the Sex Equity Program if the materials seemed biased in any way. The Sex Equity Program pledged to follow-up with publishers about these materials.

G. CAREER COUNSELING AND GUIDANCE PROVIDED TO INDIVIDUALS INTERESTED IN EXPLORING NON-TRADITIONAL VOCATIONAL CAREERS, PARTICULARLY FOR DISPLACED HOMEMAKERS, ECONOMICALLY DISADVANTAGED PERSONS, AND MINORITIES.

Career counseling and guidance services are one of the most important components of the Sex Equity Program. It is through counseling sessions that many individuals first consider entering non-traditional occupations. Services include career and educational exploration, G. E. D. preparation, employability and job search skills, and personal counseling (assertiveness training, stress management, time management). Individuals come to the program for these services from all the outreach activities including brochures, articles, TV and radio, but primarily from referrals from Santa Fe Community College personnel and other agencies which deal with the target populations. The program has maintained and expanded its contacts both on and off campus to facilitate referrals (See Awareness/Recruitment E). Information on the program is included in the college catalog

and student newsletter to publicize the services to Santa Fe Community College students. Records and Admissions personnel are also an excellent source of referrals of incoming students.

H. A CAREER FAIR SPONSORED WITH THE OFFICE OF STUDENT DEVELOPMENT AT WHICH INDIVIDUALS CAN EXPLORE CAREERS WITH REPRESENTATIVES FROM VARIOUS OCCUPATIONAL FIELDS FROM THE COMMUNITY. AMONG THOSE SERVING ON THE ADVISORY COMMITTEE ARE REPRESENTATIVES FROM SANTA FE COMMUNITY COLLEGE, THE GAINESVILLE AREA CHAMBER OF COMMERCE AND ALACHUA AND BRADFORD COUNTIES' SCHOOL BOARDS.

Due to budgetary constraints and administrative scheduling difficulties, college administration decided not to sponsor "Career Awareness Days." The Sex Equity Program developed assembly programs that were held during career weeks at local schools (See Awareness /Recruitment A).

I. NEW PERSONNEL AT SANTA FE COMMUNITY COLLEGE INFORMED ABOUT THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM, ITS SERVICES AND THE NEED FOR SEX-FAIRNESS IN DEALING WITH STUDENTS.

A major objective of the Sex Equity Program is to address sex discrimination, sex bias and sex-role stereotyping in education. It is important for new personnel at Santa Fe Community College to be aware of the purpose of the program and the available services. Since change is a slow process, it cannot be assumed that all new personnel come to the college committed to the ideas of equal opportunity and expanded educational options. Therefore, the program distributes brochures and other materials, meets informally with vocational education instructors and involves the technical instructors in the curriculum design and implementation of the short term training programs. In addition, the Sex Equity Program relies heavily on the college referral system to attract clients and training program participants, as well as provide workshop forums.

This year, monthly meetings of staff from the various student support services on campus were held. The purpose of these meetings was to share information on all the programs at Santa Fe Community College. These information sharing meetings provided opportunities both to communicate Sex Equity Project concerns and activities and to keep abreast of the students' changing needs and services available at Santa Fe.

J. RADIO AND TELEVISION TALK SHOWS AND PROGRAMS ABOUT THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM AND NON-TRADITIONAL WORKERS DEVELOPED AND DISSEMINATED.

A television program featuring non-traditional women workers is being developed for broadcast on Cox Cable Company's local access channel. The Sex Equity Program identified women from the community who are presently employed in non-traditional

fields and who volunteered to appear on the program. All of the non-traditional workers are graduates of either Sex Equity's short term training programs or Santa Fe Community College Vocational Education Programs.

The Sex Equity Program Project Coordinator contacted the employers for permission to videotape the workers at the job site. Employers were proud of their non-traditional workers and eager to participate. The television and video staff at Santa Fe Community College did the actual taping and will assist in editing. Cox Cable has agreed to air the program.

This television program will highlight women at work in auto mechanics, electronics, environmental science technology, general mechanics, law enforcement, fire extinguisher maintenance, and cable installation. Area employers who are cooperating in this videotape are Sears & Roebuck, Breedlove and Associates, Alachua General Hospital, Anheuser-Busch Metal Container Corporation, University of Florida, Cox Cable, and the City of Gainesville.

This program will provide an opportunity to present women actually working in their non-traditional jobs as well as giving area employers who have hired these women positive public relations exposure.

K. REPRESENTATION CONTINUED ON THE COSMETOLOGY ADVISORY COMMITTEE TO ASSIST IN THE PROGRAM'S EFFORTS TO BE SEX-FAIR IN ITS RECRUITMENT.

The Cosmetology Program at Santa Fe Community College has adopted a new admission procedure and a recommended achievement level utilizing objective criteria. It no longer uses an Advisory Committee for screening new students.

II. EDUCATION

TO CONTINUE TO EDUCATE STUDENTS AND OTHERS ABOUT NON-TRADITIONAL VOCATIONAL CAREERS.

A. EDUCATIONAL WORKSHOPS/SEMINARS CONDUCTED FOR STUDENTS ENROLLED AT SANTA FE COMMUNITY COLLEGE USING THE PROGRAM'S ACQUIRED WRITTEN AND AUDIO-VISUAL EDUCATIONAL MATERIALS ON NON-TRADITIONAL CAREERS, SEX-ROLE STEREOTYPING, AND WOMEN IN THE LABOR MARKET.

Educational workshops/seminars were offered to Santa Fe Community College students through regularly scheduled classes, career development courses and the Vocational Skills Assessment (VSA) Program. Instructors of relevant courses were contacted in reference to these workshops. Special attention was given to courses in which the majority of the students were still undecided about career and educational goals.

Workshops included information about the labor market, non-traditional careers, and sex-role stereotyping. Data and information for the workshops are continually updated using Bureau of Labor Statistics, educational and women's organizations' bulletins. Posters and graphic displays, as well as audiovisual materials, are used to enhance the impact of the information.

B. THE CREDIT COURSE, "OCCUPATIONAL ALTERNATIVES FOR WOMEN: A SURVEY COURSE ON NON-TRADITIONAL CAREERS" OFFERED TO STUDENTS AS PART OF THE SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION CURRICULUM.

The credit course, "Occupational Alternatives: A Survey Course in Vocational Education" was offered to the Vocational Skills Assessment (VSA) Program at Santa Fe Community College for Spring A term. The VSA Program, an intensive orientation, advisement and assessment of first year academically disadvantaged students, is designed to provide students additional support necessary to succeed in either Santa Fe Community College or the job market. This course should be particularly helpful to VSA students since they do not have a declared major.

The Sex Equity Program Coordinator discussed the course with Vocational Education directors who then made specific recommendations for programs to be included in the course. When contacted, the vocational instructors were extremely helpful and volunteered two hours of their time to explain their programs and provide hands-on experience.

The course content was developed by the Sex Equity Program Project Assistant. Emphasis was placed upon three areas: sex-role stereotypes and non-traditional careers; information on and comparison of the possible careers available with each field of study; and actual experience in each educational program. Audio-visual materials, handouts on women and work, non-traditional careers and sex-role stereotyping, career and educational information on the fields covered, and classroom exercises were compiled.

Actual recruiting for the course was accomplished by the counselor for the VSA Program.

C. THE COLLECTION OF RESOURCE AND EDUCATIONAL MATERIAL ON NON-TRADITIONAL CAREERS, SEX-ROLE STEREOTYPING, AND WOMEN IN THE LABOR MARKET EXPANDED FOR THE SEX EQUITY PROGRAM LIBRARY USED BY STUDENTS, FACULTY, STAFF AND THE COMMUNITY.

The resource and educational materials on non-traditional careers, sex-role stereotyping, and women in the labor market are continually updated and expanded. Sex Equity Program is on the mailing list of audio-visual publication companies, Department of Labor Bureaus of Women and Labor Statistics,

women's organizations, vocational education associations, unions and many other groups which publish relevant materials.

Due to budgetary constraints, the program has had to concentrate on free and low priced materials for its own library. The Sex Equity Program has sought to supplement the campus availability of sex-fair materials by working with other departments and programs. All materials are carefully screened to meet the program's strict standards.

III. SUPPORT/JOB PLACEMENT

TO PROVIDE SUPPORTIVE AND JOB PLACEMENT SERVICES TO STUDENTS ENROLLED IN NON-TRADITIONAL VOCATIONAL EDUCATION PROGRAMS AT SANTA FE COMMUNITY COLLEGE.

A. COUNSELING PROVIDED TO ALL STUDENTS ENROLLED IN NON-TRADITIONAL PROGRAMS AS NEEDED AND REFERRALS EFFECTED WHEN NECESSARY.

The Sex Equity Program is available to counsel all students enrolled in non-traditional programs. The staff maintains informal relationships with vocational education program directors and instructors to encourage them to refer students who desire counseling or someplace "to let off steam." Many students have enrolled in non-traditional programs as a result of encouragement or educational counseling from the Sex Equity Program. Because these students are familiar with the Sex Equity staff, they often return for additional counseling.

In an attempt to encourage the non-traditional drop-out to seek counseling and register for classes, the Sex Equity Program met with Santa Fe's Computer Services Specialist. A computer program was developed to provide a listing of all non-traditional students, their addresses, phone numbers, declared major and present educational status. This information will enable the Sex Equity Program to inform and provide better services to drop-outs, graduates and registered non-traditional students.

B. TO COLLECT INFORMATION FOR A DIRECTORY OF NON-TRADITIONAL WORKERS FROM ALACHUA AND BRADFORD COUNTIES WHICH WILL GIVE STUDENTS IN NON-TRADITIONAL PROGRAMS ACCESS TO WORKERS IN THEIR CHOSEN FIELD. THIS ACCESS WILL PROVIDE THEM WITH SUPPORT AND JOB INFORMATION.

The use of worker role models for counseling students, workshops and TV programs has proven to be an effective method of expanding career options into non-traditional occupations. In order to better utilize these resources, the Sex Equity Program decided to compile a Directory of Non-traditonal Workers. The first edition contains non-traditional women workers. Subsequent editions will include non-traditional men workers.

The major focus of the Directory is on occupations and careers for which education and training are available at Santa Fe

Community College. Information, including job opportunities, educational requirements and salary ranges, was compiled for each vocational field. In addition to non-traditional workers known to the program, vocational instructors and employers were contacted for possible leads to other interested women. Questionnaires describing the Directory and requesting information were sent. Those women responding to the questionnaire were a valuable resource providing leads to other non-traditional workers.

The Directory is designed to be used as a resource for Sex Equity Program staff, educators and counselors at Santa Fe Community College. To provide additional insights into a career area, most woman included a brief paragraph about their work experiences. In addition, each worker described the Sex Equity Program activities in which she would participate.

C. STUDENTS IN THE NON-TRADITIONAL VOCATIONAL EDUCATION PROGRAMS ASSISTED WITH PLACEMENT BY SERVING AS A LIAISON BETWEEN EMPLOYERS AND STUDENTS.

Because of contacts made with local employers and Job Services of Florida during the development and implementation of short-term technical training programs during the past five years, the Sex Equity Program has become recognized as an excellent source of qualified non-traditional workers. This liaison function has continued to grow through Sex Equity activities both in job placement and education within the community. Labor market surveys prepared prior to training programs have been excellent vehicles for developing new contacts in the business community. The program works with local employers to recruit personnel and with students seeking employment. Daily Job Services of Florida listings are received by the Sex Equity Program to assist in job leads.

D. PROGRAMS PROVIDED THAT ARE APPROPRIATE TO THE NEEDS OF STUDENTS AS STATED IN THE "1982 SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION NEEDS ASSESSMENT OF NON-TRADITIONAL PROGRAM PARTICIPANTS."

E. EMPLOYABILITY OF THE NON-TRADITIONAL VOCATIONAL EDUCATION STUDENT FACILITATED BY PROVIDING INFORMATION ON WAYS TO SEEK AND MAINTAIN EMPLOYMENT.

The "1982 Santa Fe Community College Vocational Education Needs Assessment of Non-traditional Program Participants" results suggested the desirability of augmenting existing curriculum with workshops on employability skills, time management, assertiveness training, money management, communications skills, and stress management. Since other college programs, such as the Career Development Center, offer workshops on time, money and stress management and assertiveness training, Sex Equity Program decided to concentrate on employability skills needs. Flyers offering the workshops were sent to two hundred and fifty students enrolled in non-traditional majors and recent graduates. The program also provided individual counseling on employability skills.

F. REGULAR ADVISORY COMMITTEE MEETINGS HELD. THE ADVISORY COMMITTEE IS COMPOSED OF SANTA FE COMMUNITY COLLEGE NON-TRADITIONAL STUDENTS AND NON-TRADITIONAL WORKERS FROM THE COMMUNITY. THE ADVISORY BOARD WILL ASSIST THE SEX EQUITY PROGRAM STAFF WITH RECRUITING AND IN IDENTIFYING AND PROVIDING SUPPORT SERVICES TO OTHER STUDENTS ENROLLED IN NON-TRADITIONAL VOCATIONAL EDUCATION PROGRAMS.

The Advisory Board for 1984-85 was selected. Non-traditional workers in Alachua and Bradford counties who had been previous Board members or who had shown an interest in Sex Equity Program activities this year were invited to join the Board. Letters were sent to persons in fields ranging from law enforcement and environmental science to cosmetology and nursing.

G. A PRACTICUM STUDENT FROM THE UNIVERSITY OF FLORIDA RECRUITED TO WORK WITH THE SUPPORT/JOB PLACEMENT COMPONENT OF THE PROGRAM.

University of Florida Counselor Education faculty were contacted to assist in recruiting a practicum student to provide group counseling sessions to women, minorities and economically disadvantaged persons on such topics as sex-role stereotyping and non-traditional careers. A University of Florida instructor from the Department of Sociology whose major focus is sex-role stereotypes was contacted about the possibility of an intern aiding the Sex Equity Project Assistant with workshops and assemblies.

IV. TRAINING PROGRAMS

TO PLAN AND IMPLEMENT SPECIALIZED, SHORT-TERM, TECHNICAL TRAINING PROGRAMS IN CONJUNCTION WITH LOCAL INDUSTRY, THE GAINESVILLE AREA CHAMBER OF COMMERCE, THE PRIVATE INDUSTRY COUNCIL AND SANTA FE COMMUNITY COLLEGE.

A. THE ADVISORY COMMITTEE OF ONE OF THE PREVIOUS TECHNICAL TRAINING PROGRAMS RE-ESTABLISHED. THE TRAINING PROGRAM TO BE REPEATED WILL BE DETERMINED BY LABOR NEEDS IN THE LOCAL COMMUNITY AT THAT TIME. UNDER CONSIDERATION ARE VIDEO GAME AND VENDING MACHINE REPAIR, SMALL ENGINE REPAIR, OR THE TECHNICAL TRAINING PROGRAM.

B. AN ADVISORY COMMITTEE ESTABLISHED WITH EDUCATORS AND INDIVIDUALS FROM THE COMMUNITY INTERESTED IN COOPERATING IN DEVELOPING A NEW TRAINING PROGRAM TO BE DETERMINED BY INDUSTRY NEEDS. THE ADVISORY COMMITTEE WILL DEVELOP THE CURRICULUM FOR THE SHORT-TERM TECHNICAL TRAINING PROGRAM.

C. THE NECESSARY PHYSICAL ARRANGEMENTS MADE, ESSENTIAL TRAINING MATERIALS GATHERED, AND INSTRUCTOR CONTRACTS PREPARED.

D. PARTICIPANTS RECRUITED, INTERVIEWED, TESTED AND SELECTED FOR THE TRAINING PROGRAMS.

E. THE SHORT-TERM TECHNICAL TRAINING PROGRAMS IMPLEMENTED.

F. JOB PLACEMENT OF THE SHORT-TERM TRAINING PROGRAMS GRADUATED FACILITATED BY SERVING AS A LIAISON BETWEEN STUDENTS AND INTERESTED EMPLOYERS.

G. AN EVALUATION CONDUCTED AT THE CONCLUSION OF THE SPECIAL TRAINING PROGRAMS BY PARTICIPANTS AND THE ADVISORY COUNCIL. A SIX MONTH FOLLOW-UP EVALUATION OF TRAINING PROGRAM GRADUATES AND THEIR SUPERVISORS CONDUCTED.

Each year the Sex Equity Program has implemented a short-term training program to provide marketable job skills to individuals of the target populations. Sex Equity staff reviewed the literature on job market trends, growth industries and local labor market conditions. Before determining a training program, a survey of labor market needs in the community was conducted. In addition, advisory committee members and local business and industry involved with past training programs were contacted. A previous training program was not offered due to past training program graduates fulfilling the labor market needs.

Responses to the local labor market survey were analyzed and a potential short-term training program in Fire Extinguisher Maintenance was identified. Further contacts confirmed the shortage of qualified personnel to inspect, recharge and service portable fire extinguishers and automatic systems. Because of the extent of regulations of the fire extinguisher maintenance trade, officials from the State Fire Marshal's office were consulted. Staff from the State office provided information about legal regulations and procedures for certification.

The training program was initiated by selecting an advisory committee to assist in the development and design of the short-term training program. The Advisory Committee members included individuals from Santa Fe Community College and members of the industry who either owned or worked for related local businesses - Florida Fire Extinguishers Company, Inc., Gator Fire Extinguisher Company, Inc., and the University of Florida. Business representatives provided advice about recent technology and current trade practices. They also assisted with field trips and served as potential employers.

The Fire Extinguisher Maintenance Training Program was six weeks in length, meeting thirty hours a week Monday through Friday. The components selected for the Fire Extinguisher Maintenance Specialist Training Program curriculum were:

1) A 124-hour technical skills unit on Fire Extinguisher Maintenance;
2) A 16-hour body conditioning support unit to prepare students to lift and carry extinguishers which weigh up to sixty pounds;
3) A 50-hour Employability Skills support unit to help trainees gain employment and develop good work habits and relations.

A publicity campaign directed at the target population began several weeks before the training program. Flyers, radio and TV public service announcements, newspaper ads, and newsletter articles were used to encourage persons to apply for the Fire Extinguisher Maintenance Specialist Training Program Special recruitment efforts to reach minority applicants were made by contacting the Gainesville Housing Authority, the Central Florida Community Action Agency, and black organizations and churches. The Gainesville Regional Transit System placed advertisements in all of its buses.

Each prospective trainee had to complete an application process which included a written application, an interview, The Test of Adult Basic Education (TABE), and a mechanical aptitude battery. These data were examined and thirteen candidates were selected whom program staff evaluated as being likely to complete the program and ultimately be hired. Due to the limited number of training program positions, admission can be quite competitive. Applicants who are not selected are referred to other Sex Equity Program and Vocational services.

At an orientation session before the training program, participants were asked to sign a "Training Program Agreement" which listed the expectations of the Sex Equity Program and the requirements for graduation. During the program, each faculty member completed a weekly evaluation on each student's motivation/productivity, initiative, cooperation, acceptance of responsibility, punctuality/ attendance, appearance, and adaptability. These evaluations helped the instructors, Sex Equity Program staff, and the students themselves monitor their progress. At the conclusion of the training program, those students who successfully completed the program received certificates at a graduation ceremony. In Florida, a Permit I test, issued by the State Fire Marshal's Office, must be satisfactorily completed before an employee is certified in the installation, inspection and service of fire extinguishing systems.

In the final analysis, the success of a training program is measured by the number of trainees who find employment because of their newly acquired skills. Consequently, a workable strategy for job development and placement activities was initiated as the trainees neared completion of the program. Arrangements were made with the participating companies to interview the students for employment. Additional companies in the North Central Florida area were contacted by letter. A training program description was attached in an effort to sell the training program and request job placement opportunities for graduates. Students were provided with job listings and employer contact information.

At the end of the training program, an evaluation of the training program was completed by each of the training program applicants. Questions concerning the application process, the courses, the instructors, and the program in general were included in the evaluation form. A follow-up evaluation concerning job placement

was mailed to each of the training program participants six months after completion of the training program. The instructors were also contacted about their assessments of the training program - its strengths and weaknesses.

RESULTS AND FINDINGS

I. AWARENESS/RECRUITMENT

TO CONTINUE A COMMUNITY WIDE CAMPAIGN TO INCREASE AWARENESS OF CAREER CHOICES IN VOCATIONAL EDUCATION WITH PARTICULAR EMPHASIS ON NON-TRADITIONAL CAREERS FOR MEN AND WOMEN, AND TO INCREASE THE RECRUITMENT OF INDIVIDUALS INTO NON-TRADITIONAL VOCATIONAL PROGRAMS.

A. WORKSHOPS AND SEMINARS PRESENTED TO SCHOOLS, INDUSTRY AND COMMUNITY GROUPS ON NON-TRADITIONAL VOCATIONAL CAREER OPPORTUNITIES, THE BEST JOBS FOR WOMEN IN THE 1980'S, THE BENEFITS OF NON-TRADITIONAL CAREERS, ASSERTIVENESS TRAINING AND SEX-ROLE STEREOTYPING.

Ten workshops and assemblies on sex-role stereotyping, non-traditional vocational career options, assertiveness training and women and work were presented to area elementary, middle and high school students. Two of the assemblies were panel discussions featuring Santa Fe Community College graduates. These non-traditional workers described the benefits, rewards and duties of their jobs. Environmental technology, law enforcement and radiologic technology were included. Eight hundred forty-seven students, teachers and counselors attended.

Seven workshops for community organizations included the Displaced Homemaker Program, HRS Women's Task Force, Alachua County Detention Center, Girl Scouts, JTPA Summer Youth Employment and the Salvation Army. One hundred forty-three persons attended. Individual counseling was provided in lieu of group presentations for other organizations such as Sexual and Physical Abuse Resource Center Shelter residents and Community Action Agency referrals. A total of 990 persons were served through workshops and presentations in the community. (See EDUCATION A for workshops given for Santa Fe Community College students.) Demographically, the program was able to serve its target populations. Sixteen percent were black females, twelve percent black males, forty-one percent white females and thirty-one percent white males. Appendices A through E are letters from schools and organizations acknowledging Sex Equity workshops and assemblies.

B. ARTICLES PUBLISHED ON THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM IN ORGANIZATION NEWSLETTERS, NEWSPAPERS, AND OTHER RELEVANT PUBLICATIONS.

Seven feature articles were published. The Southern Growth Policies Board selected the Sex Equity Project as one of four model programs in the Southern region, which expanded options for women in the Southern work force. An article in a bi-monthly publication, Foresight, described exemplary or model programs for human resource development which support or enhance economic growth (Appendix F). Articles specifically on the Fire Extinguisher Maintenance Specialist Training Program were published in the Gainesville Sun, Florida Times Union, Firewatch (National Association of Fire Equipment Distributors Journal), and "Focus on Women" newsletter

(See Appendices G through J). An article in the Gainesville Sun on Santa Fe Community College's counseling service for women included information on the Sex Equity Program (Appendix K). The President of Santa Fe Community College recognized the contributions of the Sex Equity Program and requested that the program be included in the President's 17 Year Report (Appendix L). In addition, information about program services was published in the Santa Fe Community College student and faculty newsletter.

This publicity has been found to be valuable in three ways: recruitment of clients; increased referrals from other programs, agencies and college personnel; and contacts from industry and business relating to job opportunities and possible training programs. The "Focus on Women" newsletter, which is mailed to an extensive community audience, brought numerous requests for information on the next training program. The majority of those calling were women.

C. CURRENT FLYERS, POSTERS AND BROCHURES ON NON-TRADITIONAL VOCATIONAL EDUCATION CAREER OPPORTUNITIES AND BENEFITS REVISED AND DISSEMINATED.

The wide distribution of brochures and flyers has increased both on-campus and community awareness of the services offered by the Sex Equity Program. The brochures serve to inform college and agency personnel as well as prospective clients of the program (Appendices M and N). The success of the brochures can be documented by the number of "mailbacks" and referrals. The program's G.E.D. pretesting service is an example. Through the information on the brochure, the program has received many referrals for the G.E.D. pretesting and subsequent career and/or educational counseling (See Awareness/Recruitment Results, Section G). Special efforts have been made to place brochures and flyers in areas which serve target populations.

Brochures and flyers were a successful recruiting medium for the Fire Extinguisher Maintenance Specialist Training Program. The people who indicated an interest in training programs on the brochure "mailbacks" were sent flyers about the upcoming program. A number of this year's training program applicants reported that they learned about the training program from these announcements and from flyers posted throughout the community.

D. PUBLIC SERVICE ANNOUNCEMENTS PREPARED FOR AIRING ON RADIO AND TELEVISION ABOUT THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM AT SANTA FE COMMUNITY COLLEGE.

The public service announcement for the Fire Extinguisher Maintenance Specialist Training Program was aired on twelve local radio and television stations (Appendix O). Videotape spots ran on Cox Cable and Channel 20 television.

A smaller percentage of people come to the program as a direct result of short radio and television spots. However, these are

the people who are not connected with the referral system and thus would not learn of the program in another way. Radio and television public service announcements also kept the community aware of the activities and services provided by the Sex Equity Program.

E. COOPERATIVE RELATIONSHIPS WITH CETA, FLORIDA STATE EMPLOYMENT SERVICES, ALACHUA AND BRADFORD COUNTIES' SCHOOL BOARDS, LOCAL INDUSTRY AND THE GAINESVILLE AREA CHAMBER OF COMMERCE BY PARTICIPATING IN THE PRIVATE INDUSTRY COUNCIL CONTINUE.

The program actively sought and compiled information on JTPA and other available governmental job assistance programs such as Targeted Jobs Tax Credit (TJTC). Project staff attended workshops and informational meetings. The Project Coordinator served as a recorder at the JTPA workshop in Orlando sponsored by the U. S. Department of Labor, Women's Bureau (Appendix P). Working with the JTPA representative on the Santa Fe Community College campus, the Sex Equity Program was instrumental in arranging financing for six students in vocational education programs. In addition, six Fire Extinguisher Maintenance Specialist graduates were JTPA eligible.

Project staff has provided technical assistance to government and community agencies in the areas of equal employment opportunity, sex-role stereotypes and non-traditional careers. Ideas for the development of a slide show on non-traditional and handicapped workers were shared with the Alachua County Equal Employment Coordinator. Workshop materials were provided to Big Brothers/ Big Sisters program. Women to Women Newsmagazine featured the Sex Equity Program's videotape, "Working Women: New Career Options" at the Gainesville Area Chamber of Commerce Expo Fair. Job Corps cited the Sex Equity Program in their annual report, emphasizing the training opportunities available for their clients. (Three Fire Extinguisher Maintenance Specialist Training Program participants were Job Corps referrals.) The Sex Equity Program assisted in the compilation of listings for a Women Owned Business Directory. The co-sponsors of this Directory were Santa Fe's "Focus on Women" and The Gainesville Area Women's Network. The Women's Network is an organization seeking to promote a spirit of cooperation and understanding among women by providing a strong network of contacts, mutual education and mutual encouragement. The Network recognizes the contribution of women to the Gainesville area and encourages women to seek professional and personal advancement. The Women Owned Business Directory is a resource for possible job placement leads and opportunities for Sex Equity Program clients.

Private industry recruitment and hiring of qualified women, minorities and displaced homemakers has been facilitated by the Sex Equity Program. Through the community awareness outreach activities, local businesses have been made cognizant of the program and have sought assistance in locating non-traditional personnel. When vacancies occur, the Sex Equity Program contacts

interested persons and encourages them to apply for the positions. In some cases, companies are seeking qualified women in order to meet state and federal compliance guidelines. This last year, job placements were made in the fields of automobile mechanics, refrigeration, small motor repair, construction, vending machine services, and fire extinguisher maintenance (See also Support/Job Placement C).

F. ADVOCACY OF THE USE OF SEX-FAIR LANGUAGE, CONTENT AND PICTURES IN ALL OF SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION RECRUITMENT AND CLASSROOM MATERIALS CONTINUED. SPECIAL EMPHASIS WILL BE PLACED ON CONTACTING PUBLISHERS OF VOCATIONAL EDUCATION TEXT BOOKS WHICH ARE PRESENTLY IN USE AND ARE NOT SEX-FAIR IN THEIR PRESENTATION.

All Vocational Education brochures and flyers were reviewed. On the whole, new brochures developed this year were acceptable. Letters had been sent to programs whose recruitment materials lacked sex-fair language and pictures. These problems had been corrected. Information on the Sex Equity Program was included in many of the Vocational Education brochures and flyers. Memos were sent in cases where there were no women portrayed in non-traditional careers.

The Sex Equity Project Coordinator talked with Graphic Design instructors about the use of sex-fair language and illustrations in student presentations. Materials and handouts to reinforce sex-fair concepts were provided to be used in their classes. In addition, Santa Fe's Office of Informational Services was sent materials about sex-fair language and pictures and was requested to follow these guidelines for the development of college publications. They asked permission to use the Sex Equity Program's photographs of non-traditional Santa Fe graduates at work in their careers.

Letters were sent to fifty-two textbook publishers emphasizing the importance of sex-fair language, pictures and illustrations. Several publishing companies replied to these letters describing their policies and including guidelines they use in this area.

G. CAREER COUNSELING AND GUIDANCE PROVIDED TO INDIVIDUALS INTERESTED IN EXPLORING NON-TRADITIONAL VOCATIONAL CAREERS, PARTICULARLY FOR DISPLACED HOMEMAKERS, ECONOMICALLY DISADVANTAGED PERSONS, AND MINORITIES.

The Sex Equity Program has developed excellent relationships both within Santa Fe Community College and with various community organizations. Referrals for career guidance, educational and personal counseling, employability and job search skills and G. E. D. pretesting came from "Focus on Women" program, admissions office, vocational education instructors, Work Exploration and others familiar with the program. A new source of referrals this year is the Displaced Homemakers Program which refers both persons who fail to meet the age requirements for their program and those interested in non-traditional careers (Appendix Q). The G. E. D. pretesting service has proven invaluable. This service is available through

both the Sex Equity Program, and the Alachua and Bradford County Adult Education School Boards. In the past, persons were largely forced to study for the G. E. D. on their own, enroll at the Agribusiness-Adult Education Center, or take the G. E. D. without proper preparation. Because of the excellent liason relationship Sex Equity has with Santa Fe's Learning Lab, G. E. D. students receive individualized instruction. This is often the original contact with a client who then continues with career counseling and begins to explore non-traditional careers.

Individual counseling and information services were provided to 164 persons. (This does not include those Santa Fe Community College students already enrolled in non-traditional areas. See Support/Job Placement A and E for those figures.) Many clients utilize Sex Equity counseling services more than once. In order to eliminate duplication of clients, statistics are compiled based on initial contact. For example, G. E. D. pretesting usually is followed by educational and or career exploration.

Reason for Initial Contact	No. Persons
G.E.D. Pretesting	32 (19%)
Career & Educational Counseling	49 (29%)
Employability Skills/Job Placement	16 (10%)
Training Program	68 (42%)

Demographic Analysis of Clients (excluding non-traditional students)

Female	74%
Male	26%
Black	27%
Economically Disadvantaged	43%
Displaced Homemakers	21%

As can be seen by the above figures, the counseling component served the target populations of women, minorities, economically disadvantaged and displaced homemakers.

The Sex Equity Program encourages clients to continue their education in order to keep up grades skills and become economically self sufficient. Of the 81 persons who came to the program for G. E. D. pre-testing or career counseling, 35 are known to have enrolled for classes. Twenty-two of these entered non-traditional programs.

H. A CAREER FAIR SPONSORED WITH THE OFFICE OF STUDENT DEVELOPMENT AT WHICH INDIVIDUALS CAN EXPLORE CAREERS WITH REPRESENTATIVES FROM VARIOUS OCCUPATIONAL FIELDS FROM THE COMMUNITY. AMONG THOSE SERVING ON THE ADVISORY COMMITTEE ARE REPRESENTATIVES FROM SANTA FE COMMUNITY COLLEGE, THE GAINESVILLE AREA CHAMBER OF COMMERCE AND ALACHUA AND BRADFORD COUNTIES' SCHOOL BOARDS.

"Career Awareness Days" was not held. (See Awareness/Recruitment Methods section H.) Sex Equity Program presented assemblies at Newberry High School and Mebane Middle School during those schools' career week. Non-traditional role models from the community aided in these presentations.

I. NEW PERSONNEL AT SANTA FE COMMUNITY COLLEGE INFORMED ABOUT THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM, ITS SERVICES AND THE NEED FOR SEX-FAIRNESS IN DEALING WITH STUDENTS.

Regular contact was maintained with vocational education instructors and personnel to keep them appraised of Sex Equity projects and services. Vocational education instructors requested assistance with job placement for students, scholarships, advisory board recruitment, brochures and student counseling.

The Sex Equity continues to maintain excellent working relationships with all segments of the Santa Fe staff as evidenced by the number of referrals made from campus programs. The monthly information sharing group meetings provided an additional forum to enhance coordination with other campus services. Forty-three (24%) of the persons who received individual counseling or information on the training program were referred by campus personnel, including "Focus on Women", High School Program, Records and Admissions, Work Exploration, Minority Affairs, and Special Services. Last January the Displaced Homemaker Program began at Santa Fe Community College. Excellent cooperation and coordination with this program has resulted in fifteen referrals of women who did not meet Displaced Homemaker Program age requirements or were primarily interested in non-traditional education and careers.

J. RADIO AND TELEVISION TALK SHOWS AND PROGRAMS ABOUT THE SEX EQUITY VOCATIONAL EDUCATION PROGRAM AND NON-TRADITIONAL WORKERS DEVELOPED AND DISSEMINATED.

The television program featuring women working in non-traditional careers is in the videotaping process. Arrangements to air the program when it is completed have been made with Cox Cable TV. It is hoped that this program will have the following positive effects: 1) reduce sex role stereotyping in occupations; 2) increase awareness that women can do a wide variety of jobs; 3) encourage other area employers to hire non-traditional workers. The program should be edited and ready for broadcast this fall.

K. REPRESENTATION CONTINUED ON THE COSMOTOLOGY ADVISORY COMMITTEE TO ASSIST IN THE PROGRAM'S EFFORTS TO BE SEX-FAIR IN ITS RECRUITMENT.

Because the Cosmotology Program has adopted new admission procedures, it no longer uses an Advisory Committee for screening new students.

II. EDUCATION

TO CONTINUE TO EDUCATE STUDENTS AND OTHERS ABOUT NON-TRADITIONAL VOCATIONAL CAREERS

A. EDUCATIONAL WORKSHOPS/SEMINARS CONDUCTED FOR STUDENTS ENROLLED AT SANTA FE COMMUNITY COLLEGE USING THE PROGRAM'S ACQUIRED WRITTEN AND AUDIO-VISUAL EDUCATIONAL MATERIALS ON NON-TRADITIONAL CAREERS, SEX-ROLE STEREOTYPING, AND WOMEN IN THE LABOR MARKET.

Educational workshops/seminars were provided to Santa Fe Community College Vocational Skills Assessment and College Survival classes by the Sex Equity Program. One hundred and sixty-five enrolled students, the majority of them without a declared major, participated in workshops which focused on non-traditional careers and best jobs for the eighties. Women comprised fifty percent of attendees and minorities seventy percent.

B. THE CREDIT COURSE, "OCCUPATIONAL ALTERNATIVES FOR WOMEN: A SURVEY COURSE ON NON-TRADITIONAL CAREERS" OFFERED TO STUDENTS AS PART OF THE SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION CURRICULUM.

"Occupational Alternatives: A Survey Course in Vocational Education" was scheduled during Spring A term (Appendix R). The Sex Equity Program Project Assistant provided the lecture portion of the course and coordinated the visits to the vocational classes. The students attended lectures on women and work, non-traditional careers and sex-role stereotyping. Students received information and hands-on experiences in eight vocational education programs. Information on educational requirements and aptitudes as well as career and job information, including salaries, working conditions, opportunities for advancement and employment outlook was provided. Comparisons were made between available careers with emphasis upon the specific interests, abilities and needs of the students.

The vocational education instructors were extremely helpful. Each visit to the eight programs provided the students with a unique insight into the educational opportunities available at Santa Fe Community College. For example, the students built brick walls in Building Construction and they discovered what competency based curriculum entailed in Heating, Air Conditioning, Refrigeration and Ventilation.

The students kept a diary of their experiences at each program, devised a project showing sex-role stereotypes in the media and took a written final exam. All the students enrolled performed

well in the class and described the course as interesting and helpful in educational choice. None of the students had even considered a non-traditional career before entering the class.

C. THE COLLECTION OF RESOURCE AND EDUCATIONAL MATERIAL ON NON-TRADITIONAL CAREERS, SEX-ROLE STEREOTYPING, AND WOMEN IN THE LABOR MARKET EXPANDED FOR THE SEX EQUITY PROGRAM LIBRARY USED BY STUDENTS, FACULTY, STAFF AND THE COMMUNITY.

The Sex Equity Program was asked by the Santa Fe Community College library to make recommendations for purchases. The audio-visual department has arranged for previewing of films, slide programs, videocassettes and filmstrips which might be valuable resources. A list of publications, books, and audio-visual materials available through Sex Equity was compiled for use by students and staff at the college.

Many free or low cost publications have been collected to augment the Sex Equity Program library. Sex-fair audio-visual material on employability skills are being previewed for possible purchase.

The Sex Equity Program library contains information on sex-role stereotyping, women and work, non-traditional careers, employability skills, apprenticeship programs, careers and occupations, best jobs for the 80s, displaced homemakers programs, stress and time management and assertiveness training. Requests for materials and information were made by Santa Fe students and faculty, local programs such as new Displaced Homemakers Program, Incarcerated Program, Big Brothers and Sisters and the Gainesville Housing Authority.

Statistics and exercises on working women, prevalence of non-traditional workers and wages and poverty have been updated to reflect changing social and economic conditions.

III. SUPPORT/JOB PLACEMENT

TO PROVIDE SUPPORTIVE AND JOB PLACEMENT SERVICES TO STUDENTS ENROLLED IN NON-TRADITIONAL VOCATIONAL EDUCATION PROGRAMS AT SANTA FE COMMUNITY COLLEGE.

A. COUNSELING PROVIDED TO ALL STUDENTS ENROLLED IN NON-TRADITIONAL PROGRAMS AS NEEDED AND REFERRALS EFFECTED WHEN NECESSARY.

To determine if any non-attending students wanted counseling or assistance to re-enter school and complete their education, 188 letters were sent describing Sex Equity Program's services.

Individual counseling was provided to twenty-one non-traditional students.

Non-attending students sought counseling on financial aid difficulties and job and career information. Registered non-traditional students needed assistance with personal counseling, employability skills and equity issues.

B. TO COLLECT INFORMATION FOR A DIRECTORY OF NON-TRADITIONAL WORKERS FROM ALACHUA AND BRADFORD COUNTIES WHICH WILL GIVE STUDENTS IN NON-TRADITIONAL PROGRAMS ACCESS TO WORKERS IN THEIR CHOSEN FIELD. THIS ACCESS WILL PROVIDE THEM WITH SUPPORT AND JOB INFORMATION.

The Directory of Non-traditional Women Workers contains listings of thirty-four women in the fields of agriculture/animal science, building construction/carpentry, electronics technology, drafting/architecture, environmental science, law enforcement, mechanics, maintenance and repair, and paramedic/emergency medical technician (Appendix S). This Directory can provide a convenient resource to encourage women to explore unlimited career choices. Not only does it list women willing to work with students and/or the community in various ways, it can be a valuable counseling tool in and of itself. By reading information and insights included with the listings, a person gets a feeling of the successes and experiences in each field.

C. STUDENTS IN THE NON-TRADITIONAL VOCATIONAL EDUCATION PROGRAMS ASSISTED WITH PLACEMENT BY SERVING AS A LIAISON BETWEEN EMPLOYERS AND STUDENTS.

The Sex Equity Program is becoming increasingly recognized as a source of non-traditional workers. The program was contacted by Sears, Servomation, C-Way Contractors, Jacksonville Area Cable, a local construction firm, and eighteen fire extinguisher maintenance companies for qualified applicants. In seeking workers for these vacancies, it became evident that efforts to encourage women and minorities to enter non-traditional careers must continue. In many cases, interested applicants were difficult to find, even when the company offered on-the-job training.

Twenty-three job referrals were made. (Seventeen were to Santa Fe Community College students or graduates and five to non-students.) Fourteen of the referrals were to non-traditional jobs. Of the referrals, sixty-five percent were white females, nine percent black females, four percent Hispanic males, nine percent white males, nine percent black males and sixty-one percent economically disadvantaged.

Thirteen of the referrals were placed. Seventy-seven percent of the job placements were non-traditional. Over fifty percent of the persons placed were economically disadvantaged and now make better than minimum wage.

The Sex Equity Program's responsibility does not end when a person has been placed in a non-traditional job. In several cases, the person hired in a position was a pioneer, one of the first women

in that job in a company. Problems of discrimination, sexual harrassment and pressures on the job do occur. In those cases, Sex Equity staff acted as a liaison between the parties involved - employer and employee - to insure fair and equitable treatment and to solve the difficulty.

Job placement services for Santa Fe Community College non-traditional students often focuses on employability and job search skills with the student then finding a job. (See Section E. Support/Job Placement)

D. PROGRAMS PROVIDED THAT ARE APPROPRIATE TO THE NEEDS OF STUDENTS AS STATED IN THE "1982 SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION NEEDS ASSESSMENT OF NON-TRADITIONAL PROGRAM PARTICIPANTS."

E. EMPLOYABILITY OF THE NON-TRADITIONAL VOCATIONAL EDUCATION STUDENT FACILITATED BY PROVIDING INFORMATION ON WAYS TO SEEK AND MAINTAIN EMPLOYMENT.

Due to student scheduling difficulties and a somewhat low return rate of the employability skills flyer, individual counseling was offered instead of workshops in the areas of job search skills, cover letters/applications, resume writing and job interview techniques. Twenty non-traditional vocational education students received assistance in ways to seek and maintain employment.

F. REGULAR ADVISORY COMMITTEE MEETINGS HELD. THE ADVISORY COMMITTEE IS COMPOSED OF SANTA FE COMMUNITY COLLEGE NON-TRADITIONAL STUDENTS AND NON-TRADITIONAL WORKERS FROM THE COMMUNITY. THE ADVISORY BOARD WILL ASSIST THE SEX EQUITY PROGRAM STAFF WITH RECRUITING AND IN IDENTIFYING AND PROVIDING SUPPORT SERVICES TO OTHER STUDENTS ENROLLED IN NON-TRADITIONAL VOCATIONAL EDUCATION PROGRAMS.

The Advisory Board met to review 1983-84 accomplishments and made plans for 1984-85 activities. All of the board members are non-traditional workers and both men and women are represented. Several of the board members have participated in school assemblies/ workshops and the videotape presentation of non-traditional workers.

G. A PRACTICUM STUDENT FROM THE UNIVERSITY OF FLORIDA RECRUITED TO WORK WITH THE SUPPORT/JOB PLACEMENT COMPONENT OF THE PROGRAM.

The Sex Equity Program qualified as an intern site. However, no University of Florida student was interested in applying for a position in this area. The program will continue to seek an intern interested in sex equity issues.

IV. TRAINING PROGRAMS

TO PLAN AND IMPLEMENT SPECIALIZED, SHORT-TERM, TECHNICAN TRAINING PROGRAMS IN CONJUNCTION WITH LOCAL INDUSTRY, THE GAINESVILLE AREA CHAMBER OF COMMERCE, THE PRIVATE INDUSTRY COUNCIL, AND SANTA FE COMMUNITY COLLEGE.

A. THE ADVISORY COMMITTEE OF ONE OF THE PREVIOUS TECHNICAL TRAINING PROGRAMS RE-ESTABLISHED. THE TRAINING PROGRAM TO BE REPEATED WILL BE DETERMINED BY LABOR NEEDS IN THE LOCAL COMMUNITY AT THAT TIME. UNDER CONSIDERATION ARE VIDEO GAME AND VENDING MACHINE REPAIR, SMALL ENGINE REPAIR, OR THE TECHNICAL TRAINING PROGRAM.

B. AN ADVISORY COMMITTEE ESTABLISHED WITH EDUCATORS AND INDIVIDUALS FROM THE COMMUNITY INTERESTED IN COOPERATING IN DEVELOPING A NEW TRAINING PROGRAM TO BE DETERMINED BY INDUSTRY NEEDS. THE ADVISORY COMMITTEE WILL DEVELOP THE CURRICULUM FOR THE SHORT-TERM TRAINING PROGRAM.

C. THE NECESSARY PHYSICAL ARRANGEMENTS MADE, ESSENTIAL TEACHING MATERIALS GATHERED, AND INSTRUCTOR CONTRACTS PREPARED.

D. PARTICIPANTS RECRUITED, INTERVIEWED, TESTED AND SELECTED FOR THE TRAINING PROGRAMS.

E. THE SHORT-TERM TECHNICAL TRAINING PROGRAMS IMPLEMENTED.

F. JOB PLACEMENT OF THE SHORT-TERM TRAINING PROGRAMS GRADUATES FACILITATED BY SERVING AS A LIAISON BETWEEN STUDENTS AND INTERESTED EMPLOYERS.

G. AN EVALUATION CONDUCTED AT THE CONCLUSION OF THE SPECIAL TRAINING PROGRAMS BY PARTICIPANTS AND THE ADVISORY COUNCIL. A SIX MONTH FOLLOW-UP EVALUATION OF TRAINING PROGRAMS GRADUATES AND THEIR SUPERVISORS CONDUCTED.

As described in the Methods section, duplication of a previous training program was not warranted by an employer needs assessment. Instead, a new and innovative training program in Fire Extinguisher Maintenance was planned. The Fire Extinguisher Maintenance Specialist Training Program was the first of its kind in the nation. The program was developed in conjunction with the Gainesville Area Chamber of Commerce's Private Industry Council, local businesses and the Job Training Partnership Act (JTPA).

The recruitment strategies for the training program were effective in that 37 persons applied for the training (SEE Appendices T and U). Many of the applicants were unable to pass the minimum requirements for the training. Reading and math skills were well below eighth-ninth grade level, and many scored below average on the mechanical aptitude test. Those people who were unable to meet the requirements were referred to other Sex Equity and Santa Fe Community College services for assistance. Thirteen students were recruited for the training program, four white females, five black females and four white males. Six of the students were JTPA eligible which provided for the payment of tuition and books. Two of the students were displaced homemakers. Nine out of the 13 students successfully completed the Fire Extinguisher Maintenance Specialist Training Program. Situations contributing to the attrition rate included severe illness, unforseen economic difficulties necessitating immediate employment and an abusive spouse.

The 190 hour training program was divided into three components: Fire Extinguisher Maintenance; Employability Skills; and Body Conditioning. The technical component of the program focused on the review of the laws as designated by the State Fire Marshal's Office. National Fire Protection Association Pamphlets 10, 96, 17, 12 and 12A were discussed at length along with the Compressed Gas Association Pamphlets C-1, C-5, and C-6. Hands-on experience was provided in the hydrotesting and recharging of water pressure and dry chemical fire extinguishers. Students were instructed in general maintenance procedures such as visual inspection, replacement of valve stems and pressure gauges, and other basic repair work. Field trips included observing the annual inspection of a dry chemical fire suppression hood system and a pre-engineered dry chemical system. The two instructors, Tom Eadie from the University of Florida and Jane Potter, owner of two fire extinguisher companies, kept the class moving at a very fast pace. The University of Florida was very supportive of the program and provided laboratory space in their Fire Extinguisher Maintenance Building which enabled students to use state of the art fire extinguisher equipment.

Guest speakers, Mr. James Vereen, Chief of the Bureau of Explosives and Fire Equipment from the State Fire Marshal's Office, Barry Byrd, Senior Chemical Specialist from the Bureau of Fire Standards and Training of the State Fire Marshal's Office, and Marsha Pitts, a National Sales Manager of the Walter Kidde Company, reiterated the seriousness of the subject matter and provided students with additional information and insights into the field of fire extinguisher maintenance. The combination of laboratory experience, classroom instruction, field trips and guest speakers aided in helping the students become more marketable.

Employability Skills and Body Conditioning were also included in the training. The employability skills component was designed to give students a comprehensive look at job search procedures and desirable worker characteristics. Several personnel directors and hiring officers from a variety of businesses and organizations volunteered to participate in a videotaped mock job interview with students. Body conditioning prepared students physically for some of the more strenuous job-related work. Muscle strength, endurance and cardiovascular fitness were emphasized in the conditioning classes.

After six weeks of a very rigorous schedule, the Fire Extinguisher Maintenance Specialist Training Program students graduated extremely well prepared to pass the Class I Fire Equipment Permit Test conducted by the State Fire Marshal's Office. As part of the placement services of the Sex Equity Program, letters were sent to a number of companies who service and sell fire extinguishers. Eighteen fire extinguisher companies contacted the program seeking to hire graduates for thirty-seven openings. Requests for graduates were too numerous to fill. This over abundance of requests for trained workers emphasized the need for qualified personnel in this

field. Because of extensive coverage in local newspapers (See Appendices G and H), in a national trade journal (See Appendix I), and at the Fire Equipment Dealers Association conference, letters requesting training program information and graduates came from as far as Texas and Illinois (See Appendix V). Of those students who sought employment all found jobs. The one student not seeking employment moved out of the country. Therefore, we consider the job placement rate to be 100 percent. Graduates employed in the fire extinguisher maintenance field received starting wages ranging from $4.50 to $5.50 per hour.

As part of the evaluation process, students completed questionnaires about the training program. The comments were extremely positive. Letters from students and the University of Florida supporting Sex Equity efforts in implementing a training program of this kind are included in the Appendix (See Appendices W and X).

A six month follow-up evaluation concerning job placement was recently mailed to each of the training participants. The program should receive those results shortly.

CONCLUSIONS AND RECOMMENDATIONS

This past year Santa Fe Community College's Sex Equity Program in Vocational Education provided many valuable services to both students and the community. The program has consistently achieved its goals and continually expanded the program and its audience since its inception. Response to the programs activities has demonstrated a clear need for its continuance. Commendations from a variety of sources reveal that more and more of the public is becoming aware of the benefits to be accrued from the achievement of the Project's goals and objectives.

In the 1983-84 grant year the Sex Equity Program made strides in the area of awareness. Feature articles about the Sex Equity Program appeared in the Florida Times-Union and the Gainesville Sun, "Foresight", a publication of Southern Policies Board, and "Fire Watch", the national fire equipment dealers journal. Other articles were printed in publications directed toward target populations. A multi-media presentation, television shows, flyers, public service announcements, and newspaper releases were prepared which publicized Sex Equity Services. Community image and visibility remain high as is evidenced by the number of information contacts. It is recommended that these avenues be continued in the next grant year.

The programs awareness recruitment efforts of workshops/seminars for Santa Fe Community College students and local elementary, junior high and high school students reached larger numbers. The programs counseling activities also showed an increase. The project will begin an awareness campaign among local school counselors to stress the opportunities presented by non-traditional careers. Many of the stereotypes based on sex are formulated years prior to high school; these biases need to be rebutted and refuted. In order to eliminate these stereotypes at Santa Fe, the Sex Equity Program reviews vocational education recruitment materials, texts and audio-visual aids to ensure the use of sex-fair pictures, language and content. This policy should be continued. In addition, program staff encouraged vocational instructors to purchase only those educational materials that are sex-fair. Letters were sent to publishing companies of education materials used in vocational education.

Support and job placement services were expanded and improved. Non-traditional role models are a valuable resource for the program. A concerted effort to enlist the assistance of women workers in a broad range of non-traditional occupations resulted in a Directory of Non-traditional Women Workers in Alachua and Bradford Counties. The program now has a reservoir of women willing to assist in workshops and recruitment as well as talk with prospective students about their jobs. In addition, the occupational and work experience information compiled in the Directory provides insights for women considering these careers. Program staff will utilize this resource in counseling and support as well as for job leads. The Sex Equity Program is

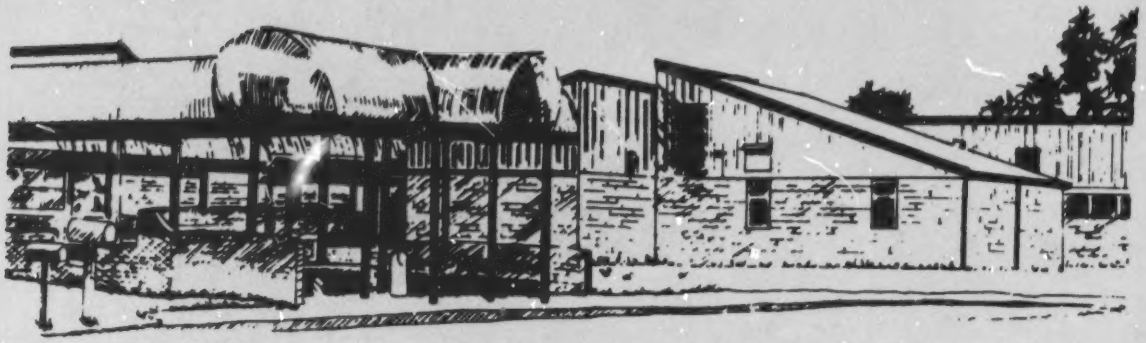
becoming involved in job placement services to a greater extent. Along with these efforts, the Sex Equity Program is serving as a liaison with employers in settling problems relating to equity issues which sometimes occur in the work situation. It is recommended that the Sex Equity Program continue to pursue these job placement and liaison functions.

One of the most unique features of the Sex Equity Program is its training program. In 1983-84, the Sex Equity Program responded to labor market needs and implemented a short-term training program preparing students as Fire Extinguisher Maintenance Specialists. During the intensive six weeks the students received training in fire extinguisher maintenance, employability skills, and body conditioning. Eighteen companies announced 37 vacancies. Because of the high demand for qualified employees, the Sex Equity Program intends to implement the Fire Extinguisher Maintenance Specialist Training Program this fall. Of those students who sought employment, all found jobs. The one student not seeking employment moved out of the country. Therefore, we consider the job placement rate to be 100 percent. Graduates employed in the fire extinguisher maintenance field received starting wages ranging from $4.50 to $5.50 per hour. High priorities exist to continue training programs which employ displaced homemakers, disadvantaged persons and minorities. Increased efforts will be made to include rural women in future training programs.

The Sex Equity Program will continue to place high priority on short-term technical training, awareness workshops, job placement and personal growth seminars for vocational education students. The program will continue to achieve its goals, expand its audience, and remain an asset to the college and the community.

APPENDICES

THE AGRIBUSINESS AND ADULT EDUCATION CENTER



3000 East University Avenue • Gainesville, Florida 32601 • (904) 373-1507

April 3, 1984

Mrs. Susan Motz
Sex Equity Program A-247
Santa Fe Community College
P. O. Box 1530
Gainesville, FL 32602

Dear Susan,

Thank you so much for presenting such an effective workshop on assertiveness and sex equity to our How to Get a Job class. It is really a revelation for our students to realize that a non-aggressive approach gets the best results in an aggressive situation.

Correct use of assertive behavior and participation in sex equity programs could make a tremendous difference in the lives of our adult students.

Thank you so much for sharing your knowledge and expertise with us. It was an excellent learning experience for both the students and me.

Sincerely,

Earlece Greenawalt

Earlece Greenawalt
Occupational Specialist

cc: Linda Lanza-Kaduce

MZ1

January 19, 1984

Dear Mrs. Motz,

APPENDIX B

I know I speak for all of us when I say I really enjoyed your presentation. It really made me think about stereotypes. I don't think anybody that heard your presentations will ever use stereotypes again. I think your presentations were very wonderful. We thank you from the bottom of our hearts.

Love,
the enrichment
class
Mr. Turner's 4th & 5th

Monica

Matt

Jennifer Tisi

Sam

Paris P.

Now I the Least
Otherwise known as
Mona Herbert Hopkins

Todd Stanley

Brennan

Matt

Karen

Troy Hilbert

Cary

Renita

Amber

I really enjoyed and learned alot from your presentation!

Love,
Laura

Jenny

Lizzie

Vikki

Mrs. Motz,
I thought you were very effective! Please come back again.
Mr. F.

Susan

Cindy

BEST COPY AVAILABLE

STATE OF FLORIDA
DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES

June 15, 1984

Susan Motz
Career Resource Center
Santa Fe Community College
3000 NW 83rd St.
Gainesville, FL 32602

Dear Ms. Motz:

I would like to express my appreciation to you for taking time out of your busy schedule to participate in the Women's Task Force Spring Forum.

Your Panel discussion was most interesting and informative and was enjoyed by all present.

I hope we will be able to call on you again for future Women's Task Force functions.

Thank you again.

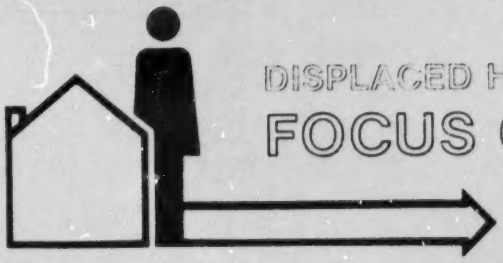
Sincerely,

Debra Williams

Debra Williams
Chair Person

DW/aa

DISTRICT THREE
1000 N.E. 16th AVE. • GAINESVILLE, FLORIDA 32601
BOB GRAHAM, GOVERNOR



DISPLACED HOMEMAKER PROGRAM

FOCUS ON THE FUTURE

SANTA FE COMMUNITY COLLEGE

June 26, 1984

Susan Motz
Sex Equity Program
Santa Fe Community College

Dear Susan:

Thank you again for taking time out of your busy schedule to present information and provide support to our Displaced Homemaker Program.

We have now graduated our second class and are really beginning to see what a change these five weeks can make in the lives of the participants. This is especially pleasing and very exciting to us--and we are certainly aware of how much the success and our excitement is due to the people like you who donate their time and expertise.

Thanks again for your continued support.

Sincerely,

Jean A. Boardman
Counselor/Instructor

JAB/la

JARL WAHLSTRÖM
GENERAL

ANDREW S. MILLER
TERRITORIAL COMMANDER

APPENDIX E

The Salvation Army

FOUNDED IN 1865 BY WILLIAM BOOTH

LT. COLONEL MARO SMITH
DIVISIONAL COMMANDER

636 EAST UNIVERSITY AVENUE
POST OFFICE BOX 181
TELEPHONE 376-1743
GAINESVILLE, FLA. 32602

MAJOR BYRD HUDSON
COMMANDING OFFICER

June 12, 1984

Linda Lanza-Kaduce
Sex Equity Program
Santa Fe Community College
3000 NW 83rd. Street
Gainesville,Florida 32602

Dear Ms. Lanza-Kaduce:

Please forgive me for being so late with getting this letter out to you.

I do want to say how much we enjoyed the education program Susan Motz presented to The Girl Guards. She is very good with her presentations. The girls and myself were able to see the job possibilities available other than the routine jobs girls have always been led to feel they had to select from.

Most of these girls are fast approaching the job market time. So any doors that might be opened for them will certainly help them in their future selections.

Again let me thank you for giving of your time so freely and the brochures that were handed out.

May God richly bless you both.

Sincerely,

Genevra DeVries

Genevra DeVries
Girl Guard Leader

Foresight

MODEL PROGRAMS FOR SOUTHERN ECONOMIC DEVELOPMENT

Volume 2, Number 3 July 1, 1984

EXPANDING OPTIONS FOR WOMEN IN THE SOUTHERN WORK FORCE

Santa Fe Community College, Gainesville, Florida

The Santa Fe Community College offers one of the region's most comprehensive and effective programs for preparing women for employment. It began in 1979 with funds from the Vocational Education Act to encourage and assist women in enrolling in occupational programs that were male-dominated. The program grew to the point at which it now (1) conducts short-term education and training for various nontraditional occupations, (2) provides training for incarcerated women about to be released from prison, (3) offers prevocational training for displaced homemakers, and (4) continues to operate as an occupational counseling and resource center for women in the college and in the community.

The nontraditional occupations component has received national recognition and wide publicity. Over the past three years, women have graduated from training programs to become lineworkers with cable TV companies, electronic repairers, work on small gas engines, and repair and maintain fire extinguishers. The lineworkers' program, selected by the U.S. Department of Labor as one of 25 exemplary program in 1981, successfully placed all of its graduates. Its success was even more noteworthy because of the high proportion of displaced homemakers and disadvantaged women enrolled.

In addition to the training itself, the program includes awareness building, recruitment, counseling, and employment assistance. First, to set the stage for the programs and create community awareness of employment opportunities, the staff uses extensive media coverage and makes frequent visits to community agencies and potential employers. Since stereotyping develops early, staff members go into the public schools, including elementary schools, to tell young people about nontraditional career opportunities. Last year, the program staff reached more than 1,000 students. Staff also designed an "occupational alternatives" course for the college to expose women to a wider range of opportunities. Students in the course rotate among programs to familiarize themselves with the kinds of work different occupations entail.

This paper was prepared by Stuart Rosenfeld, Director of Research and Programs

SOUTHERN GROWTH POLICIES BOARD
P. O. BOX 12293 • RESEARCH TRIANGLE PARK, N.C. 27709

Programs are developed when local employers indicate a demand for a specific sets of skills. Training programs can then be tailored to the industry's needs. An advisory board that includes private sector representatives is formed for each new program to set standards and design curriculum. Applicants for each new program must go through an extensive process that includes adult basic education literacy tests, mechanical aptitude tests, and a one-hour interview. For the course in fire extinguisher repair, for example, 35 applied and 13 were accepted, of whom seven were JTPA-eligible. Those who do not meet the requirements are referred to other programs for help in meeting education standards.

Students accepted for training are given a needs assessment and begin their training cycle. In addition to the skills identified by the employers, the program provides "body conditioning" to teach participants how to use various muscles most efficiently, counseling to build self-esteem, and employability skills. Professional interviewers conduct videotaped mock interviews with each student, and their responses are discussed. Programs are intentionally designed to be quite short in duration to serve the needs of low-income women who cannot afford long periods without income.

The response to the programs by business has been a testimonial to their success. Thirty businesses called for nine graduates of the first cable TV program, and it has now been offered three times, with about 15 in each class. The college is in the process of developing manuals for each of their programs for use by other schools.

The program to prepare incarcerated women to enter or reenter the labor force upon release operates from the prison and offers employability skills and counseling. With an annual budget of about $18,000, the program serves about 80-100 women.

The displaced homemakers program is new this year, funded with a grant of $64,000 from the Florida Department of Health and Rehabilitative Services. In the first six months of the program, the focus was on information and outreach throughout the 16 county area the college will serve, and nearly 40 women were trained. Since all participants must be new labor market entrants and over 35 years of age, the education concentrates on employability skills. The first two weeks of the five week, 25 hour per week program are devoted to building women's confidence and self-image. The last three weeks teach about resources in the community, career exploration, and employment opportunities.

The last component of the college's program is its Resource Center, started in 1979 to provide services to women. It includes support services, counseling on academic and personal matters, scholarships, computer-assisted instruction on career planning, seminars and conferences, courses, and a newsletter, Focus on Women, published twice a year. The center serves about 600 women per year.

For more information contact:

Linda Lanza-Kaduce
Project Coordinator, Sex Equity in Vocational Education
Santa Fe Community College
3000 N.W. 83 Street
Gainesville, Florida 32602

APPENDIX G

In the area
Public gets last chance to air land-use opinions — page 5A

In sports
Gators beat 'Dogs with strong inside game — page 1C

Final edition

Gainesville Sun

GAINESVILLE, FLORIDA — SCIENCE EDUCATION MEDICINE — WE LIKE IT HERE

108th Year—No. 203 Gainesville, Florida, Wednesday, January 25, 1984 25 cent

SFCC class is unique

By LARRY SAVAGE
UF student journalist

Although there are many typical courses at Santa Fe Community College, last fall the school offered the nation's first fire extinguisher maintenance class as a part of the Sex Equity Program.

It was an unique step for this program which trains people for non-traditional careers. There were 13 openings for fully trained fire extinguisher maintenance specialists from companies in Jacksonville, Orlando, Tampa and St. Petersburg when the nine students graduated.

Even though many fire extinguisher companies have been asking for such a course for years, no college campus in the country offered a fire extinguisher class. However, Linda Lanza-Kaduce, project coordinator of the Sex Equity Program at SFCC, took an interest in providing such a course after talking with many fire extinguisher companies.

"Our goal is to grant training programs for our target community," Lanza-Kaduce said, whose training program is in its fifth year. "Fire extinguisher maintenance seemed feasible for employment for some people in that field."

With the help of Tom Eadie, a technical trainer who works at the University of Florida fire services, and Jane Potter, owner of fire extinguisher companies in Gainesville and Ocala, Lanza-Kaduce began the class.

"The University of Florida was extremely supportive of this program and provided their fire equipment maintenance lab in the evenings," Lanza-Kaduce said. "Tom Eadie provided two-thirds of the instruction."

Eadie said he taught students how to inspect, recharge and test extinguishers for pressure. He said he also showed them how to disassemble and reassemble different types of extinguishers.

The public is not aware of job opportunites in this field and because of that, fails to see how this could be a career, Lanza-Kaduce said.

"I wasn't aware that extinguishers needed to be recharged," she said. "I was surprised with what the course had to offer."

Gary Moore, of All Florida Fire and Safety Equipment in Jacksonville, said he thought the class was "outstanding because there wasn't a program like it anywhere in the country."

"The industry is plagued in many states with unqualified personnel who try to perform that service," said Moore, who has an SFCC program graduate working for his company. "Some of the students in the class were trying to seek employment, while some didn't particularly care and just wanted to get the class over."

Moore said that his company pays an average salary of $25,000 for service repair, inspecting and recharge of fire extinguishers.

"I need to emphasize that people that take the class have the possibility of transfer," Moore said. "Many that took it thought they could find a job in Gainesville, and it's not a big market to service."

Lanza-Kaduce said some of the people interested in this type of course are those who "have economic problems and can't seem to get off the treadmill."

Mark Scully, who took the class last fall, said he thought it was "excellent and thorough training." Although he is not working with a company, Scully said the class was useful.

"My stepmother told me to check it out and the more I did, the more interested I got," Scully said. "So I decided to take it. It's a handy thing to have. As long as it is required by the state to have fire extinguishers, there's a job available."

Even though the course is not offered this term, Lanza-Kaduce said if there is enough interest and employment opportunities she would bring it back.

Previous courses in the Sex Equity Program included training in repair of cable television equipment, small motors, vending machines and video games. "I think there are a lot of programs out there waiting in the wings," Lanza-Kaduce said. "We are doing a service for the employees and a service for companies."

This page is produced by students in the University of Florida's College of Journalism and Communications to provide seniors in the college with practical experience. The newsroom for this page is 3040 Weimer Hall, telephone 392-1581.
Editor ..... Stacy Parker
Associate editor ... Charles Foeshee
Photo/copy editor ..... Lee White

BEST COPY AVAILABLE

APPENDIX H

Saturday

The Florida Times-Union
Jacksonville Journal

JACKSONVILLE, FLORIDA, JANUARY 7, 1984

Alachua class unique

College trains fire-extinguisher specialists

By Linda Stiles
Special to The Santa Fe Times-Union

GAINESVILLE — The nation's first fire-extinguisher education program began in Alachua County this fall as part of Santa Fe Community College's Sex Equity Program that trains people for non-traditional careers.

Five women and four men with diverse backgrounds have graduated from the seven-week course and, after passing a state test, can enter the job market as fully trained fire-extinguisher maintenance specialists.

Linda Lanza-Kaduce, project coordinator of the program, said, "Before this, companies would have to take people off the streets and train them at company expense."

She said the in-company training process was not comprehensive and led to what people in the business call "rag and tag" — a euphemism for simply dusting off an extinguisher and slapping an identification sticker on it at inspection time.

Tom Eadie, a technical trainer in the program who works in the fire services department at the University of Florida, said people would be shocked if they knew how many extinguishers would not work if a fire started.

"I was going over an area in the married housing units at the university that had already been inspected," Eadie said, "and about 30 extinguishers wouldn't have worked if there was a fire."

Eadie and instructor Jane Potter, owner of two fire extinguisher companies, taught students how to inspect, recharge and test extinguishers for pressure. Eadie said each student disassembled and reassembled the most complicated kind of extinguisher. Extinguisher equipment varies greatly, according to Eadie, and a system used in a restaurant is quite different from one used in a bank vault or computer room.

Also part of the instruction, he said, was preparation for the state fire marshal's test on the National Fire Protection Association Code that is necessary to get a working permit, which must be renewed every five years.

Mrs. Lanza-Kaduce also arranged for speakers from extinguisher companies, the state's Bureau of Explosives and Fire Equipment and the chemical division of the state Fire Marshal's Office.

The second area of the educational program, said Mrs. Lanza-Kaduce is the "employability skills" portion. After a morning spent on technical training, the afternoon is spent on resume and interview preparation, she said.

Susan Metz, the project assistant who teaches the employability skills section, said, "We conduct mock interviews with professional interviewers from the community." She said these interviews are videotaped in the college's television studio and played back for criticism and improvement.

Mrs. Lanza-Kaduce said this portion of the program is essential because the Sex Equity Program is designed to help people assume their roles in non-traditional careers. Most women in this program will be working in jobs that previously were reserved for men, she said.

When training sessions are completed, interviews with potential employers are conducted at the college and students are also encouraged to get in touch with people on their own, Mrs. Lanza-Kaduce said. As project coordinator, she conducts labor-market surveys to determine where the jobs are.

"In this area," Mrs. Lanza-Kaduce said, "there are more job openings than there are people to fill them." She said one criterion of the program is that the job selected each year pay more than minimum wage. An entry-level fire-extinguisher service maintenance specialist makes about $5 an hour, she said.

One reason for the success of this program, said Mrs. Lanza-Kaduce, is that every public place is required to have extinguishers and the equipment must be inspected twice a year.

Success in job placement for past programs has been 75 to 100 percent, Mrs. Lanza-Kaduce said. Gary Moore from All Florida Fire and Safety Equipment in Jacksonville conducted interviews to fill four jobs. He said his company trained people for about six weeks, "but I doubt they are as well-trained as these people."

Mrs. Lanza-Kaduce said participants must have the equivalent of a high school diploma and pass a reading, math and mechanical aptitude test.

"We do look favorably on women and minorities," she added. Many program participants are divorced homemakers, people whose former jobs have been phased out by technology advances, and those who are underemployed and want to use more of their abilities, Mrs. Lanza-Kaduce said.

The Sex Equity Program is in its fifth year.

Previous programs include training in cable television equipment, small motors, vending machines and video games.

— Staff

Judith Nance (right) shows Monika Gillman how to test a cylinder for leaks by immersing it in a water bath.

The Santa Fe Times-Union, Jacksonville, Saturday, January 7, 1984

BEST COPY AVAILABL

Firewatch.

Volume 21, Number 1 Winter 1984, Jan.-Mar.

Special Course

Pilot FX Servicing By Florida College

At Santa Fe Community College in Gainesville, Florida, nine students recently graduated from a short-term Fire Extinguisher Maintenance Specialist Training Program. According to a spokesperson at the college, this is the first such program in the country. These students have been trained to recharge, inspect and maintain fire extinguishers.

Letters were sent to Florida fire extinguisher companies on their behalf, inquiring about job possibilities. The response indicated that there were more job openings than trained students. Obviously, the program was a success.

The course was an idea of Linda Lanza-Kaduce, project coordinator for the Sex Equity of Educational Vocation Program at Santa Fe Community College. While researching possibilities for the next program's content, Linda spoke to the president of a fire extinguisher company who told her he would

continued on Page 26

Pilot FX Servicing

continued from Page 1

give anything to be able to hire a trained fire extinguisher maintenance specialist. After hearing the same response from several other owners of fire equipment companies, Linda began organizing the Fire Extinguisher Maintenance Specialist Program.

With the help of Jane Potter from Florida Fire Extinguisher Co., Inc., and Tom Eadie from the University of Florida, a program was designed. It was divided into three components—a technical component that reviewed and discussed various NFPA and CGA standards; a hands-on component that included experience with hydrotesting and recharging of pressurized water and dry chemical fire extinguishers, general maintenance procedures and other basic repair work; and a field trip component that included observing the annual inspection of a dry chemical fire suppression hood system, a halon system and a pre-engineered dry chemical system.

Employability skills and body conditioning were also included in the training program. The employability skills component helped students with interviewing skills, resumes, cover letters and employment applications. Muscular strength, endurance and cardiovascular fitness were developed in the conditioning classes.

The program ran for seven weeks (190 hours) and by its completion it was expected the students would be well-prepared to pass the Class I Fire Equipment Permit Test conducted by Florida's State Fire Marshal's Office.

News from the Resource Center: Focus on Women, Santa Fe Community College

Focus On Women

Volume 6, Number 2 July, 1984

TRAINING FOR FIRE EXTINGUISHER MAINTENANCE SPECIALIST

The Sex Equity Program in Vocational Education at Santa Fe Community College sponsored a short-term training program preparing students as Fire Extinguisher Maintenance Specialists. This training was the first of its kind in the nation. The program was developed in conjunction with the Gainesville Area Chamber of Commerce's Private Industry Council, local businesses and the Job Training Partnership Act. The Sex Equity Program is a Vocational Education Grant now in its 5th year which provides technical training to displaced homemakers, minorities and economically disadvantaged persons. The highly competitive application process included the screening of each applicant for mechanical abilities and basic skills knowledge.

The intent of the Fire Extinguisher Maintenance Specialist Training Program was to provide experience and train qualified men and women to recharge, inspect and maintain fire extinguishers.

After seven weeks (190 hours) of a very rigorous schedule, the Fire Extinguisher Maintenance Specialist Training Program students graduated extremely well prepared to pass the Class I Fire Equipment Permit Test conducted by the State Fire Marshal's Office. As part of the placement services of the Sex Equity Program, letters were sent to a number of companies who service and sell fire extinguishers in the state of Florida. Requests for graduates were too numerous to fill. This clear abundance of requests for trained workers emphasized the need for qualified personnel in this field.

The Sex Equity Program at Santa Fe Community College has demonstrated with its innovative short-term training programs that it can provide a valuable service to business, industry and members of the community in need of a marketable skill. The Fire Extinguisher Maintenance Specialist Training Program was a program that successfully met these challenges. If you have any questions or would like more information please call the Sex Equity Program in Vocational Education at Santa Fe Community College at (904) 395-5052,

APPENDIX K

Focus Is on Women at SFCC's Counseling Service

FACTORY WORKERS IN VICTORIAN LITHOGRAPH.

By ELLEN MISHKIN
Sun Staff Writer

Going back to college after several years out of school is a decision more women are making. To help these women make sense out of the confusion of registering for classes and make the adjustment of going back to school, Santa Fe Community College offers a special counseling service called "Focus on Women."

"The program was started in 1977 because there was a need within the community for a targeted outreach women's awareness program for women coming into the college," said Ann Bromley, director of women's programs and special projects at SFCC. "We try to make them feel comfortable and provide them with a marketable skill and education. And we let them know they could succeed and that college was for them."

The "Focus on Women" program offers career counseling, personal counseling, group experiences and non-credit women's studies courses such as assertiveness training, women in management and women and health. Two new non-credit courses Bromley said she hopes will be offered in the fall term are running and winning a political campaign, a course designed by the League of Women Voters, and antique appraising.

SFCC also offers courses for elective credit that deal with current women's issues.

"The women's courses developed as a result of requests from women," Bromley said. "The purposes are first to focus on women's issues and concerns and to create an awareness and also to provide specific training for women in a business-related area."

Bromley said SFCC has a large population of women students over 25 years old who return to school to finish a two-year associate of arts degree or to develop a marketable skill.

"Some women come for a skill in which they can earn something beyond minimum wage," Bromley said.

Although the courses women take vary, Bromley said there is a high concentration of women in the computer sciences.

"Women are more aware that they have options and are more aware that they need a marketable skill. So we find a lot of women going into computer science and data programming than ever before," Bromley said.

SFCC also has a "sex equity" program which offers vocational courses for both men and women who want to learn skills that were traditionally open to one sex.

"More and more women are finding themselves divorced and with two or three children to support," said program coordinator Linda Lanza-Kaduce. "Women are making up the largest growing segment of poor. And on a traditional women's salary, a woman can't be the breadwinner."

Last term, the sex-equity program offered an intensive seven-week course on vending and video machine repair. Although Bromley said she is not sure what course will be offered in the fall, some past courses included automotive technology, building construction and welding.

In addition to credit and non-credit classes, "Focus on Women" also holds several specialized conferences each year that focus on women's issues.

Bromley said the program has given many women the confidence they need to succeed in college and to find skills in profitable fields.

"We've helped many women fit into the mainstream of the college curriculum."

BEST COPY AVAILABLE

Santa Fe Community College: A PROFILE — 1966 to 1983

Special Services & Programs at SFCC

Santa Fe Community College received funds in July, 1979 from the State Department of Education to develop and implement a "Model Program for Sex Equity in Vocational Education." Because of the project's tremendous success the grant is now in its fifth year of operation. The principal goal of the grant is to prepare students for job entry into non-traditional careers.

Technical training programs offered by the college are the Cable Television Training Program, the Non Traditional Technical Training Program, the Small Motor Repair Training Program, and the Videogame and Vending Machine Repair Training Program.

SEX EQUITY PROGRAM IN VOCATIONAL EDUCATION

Appendix M

BUILDING CONSTRUCTION

SMALL GASOLINE ENGINE MECHANICS

CLOTHING PRODUCTION AND FASHION MERCHANDISING

WELDING

— SANTA FE COMMUNITY COLLEGE

SEX EQUITY PROGRAM IN VOCATIONAL EDUCATION

Since July, 1979, Santa Fe Community College (SFCC) has received funds from the Florida Department of Education, Division of Vocational Education, to develop and implement a program of sex equity in vocational education. The purpose of the project is to encourage fairness for both sexes in vocational (1) career choice, (2) education, and (3) employment. Specifically, the Sex Equity Program offers short-term technical training programs, workshops/seminars, career counseling and guidance, and other support services to students enrolled in non-traditional vocational education programs.

NATIONALLY RECOGNIZED!

In 1980, the United States Departments of Labor and the Department of Education's Office of Vocational and Adult Education (OVAE) evaluated the Santa Fe Community College's Sex Equity Program and its Non-Traditional Technical Training component. Both received national recognition and were awarded exemplary status.

TRAINING PROGRAMS

The Sex Equity Program sponsors short-term training programs in cooperation with local industry and the Gainesville Area Chamber of Commerce which is a service provider for the Job Training Partnership Act. These training programs are provided to help industry meet its employment needs and to help men and women acquire marketable skills that will assist them in finding employment. In two months or less students who were registered for such training programs as Cable Television, Lineworker/Ground-person, Small Motor Repair, Videogame and Vending Machine Repair, and Fire Extinguisher Maintenance Specialist completed their course work and were ready for employment. Seventy-five to 100 percent of the training program graduates were placed in related jobs earning significantly more than minimum wage. Employers of the graduates rated the training program highly and expressed satisfaction with the quality of the students they hired and the ease with which their employment needs were met.

Shirley Davis was a participant in the technical training program which prepared her for a linesperson/ installer position. After graduation from the training program Shirley was employed by Cox Cable University City as an installer.

After completing his tour of duty with the Navy, Tom found himself unemployed. He was uncertain about his career goals, but he knew he wanted a job working with people. At age 28 Tom graduated from the Nursing Program at SFCC. He is finding his new career both demanding and rewarding.

"I'm proud to tell people I'm a nurse."

TOM GOFF
NURSE

BARBARA BECK
ELECTRONIC TECHNICIAN

Barbara is a former elementary school teacher. Barbara decided on a career change because she wanted a job that paid well, had advancement possibilities, was challenging, and required only two years of study. Barbara is very excited about her future in the area of electronics.

WORKSHOPS/SEMINARS

The Sex Equity Program conducts a community wide campaign to increase awareness of career choices in vocational education. Workshops and presentations on non-traditional vocational career opportunities, job prospects in the 1980's, and sex-role stereotyping are available to schools, industry and community groups upon request to the program office.

CAREER COUNSELING/GUIDANCE

Individuals interested in exploring non-traditional vocational careers can receive counseling and guidance through the Sex Equity Program. A three credit hour survey course on occupational alternatives is offered every fall which focuses on choosing a career, obtaining hands-on experience in non-traditional vocational careers, and formulating career goals and educational plans.

SANTA FE COMMUNITY COLLEGE
VOCATIONAL EDUCATION PROGRAMS

NON-TRADITIONAL FOR WOMEN:

Automotive Technology
Biological Parks
Building Construction
Drafting Technology
Electrical Construction
Electronics Technology
Emergency Medical Technology
Environmental Science
Farm Management
Gasoline Engine Mechanics
HARV (Heating, Air Conditioning, Refrigeration & Ventilation)
Law Enforcement
Welding

NON-TRADITIONAL FOR MEN:

Career Associate-Special Education
Child Development
Clerical Studies
Clothing Production & Fashion Merchandising
Cosmetology
Dental Assistant
Dental Hygiene
Human Service Aide
Legal Assistant
Medical Secretary
Nuclear Medicine Technology
Nursing
Radiologic Technology
Respiratory Therapy Technology
Secretarial

CHILD DEVELOPMENT
JOE MARUCA

LAW ENFORCEMENT
SGT. CAROL WALKER

ENVIRONMENTAL SCIENCE
DIANNE DIMITRI

The Sex Equity Program is located on the northwest campus of Santa Fe Community College in Room A-243. The office is open Monday through Friday from 8:00 a.m. to 4:30 p.m.
For further information call:

(904) 395-5052

Under the auspices of the Office for Womens Programs and Special Projects

For more information mail in the attached form so we can contact you.We are looking forward to hearing from you!

If you are interested in any of the following programs please check one or more:

— *VOCATIONAL EDUCATION PROGRAMS*

— *TRAINING PROGRAMS*

— *GED PRE-TESTING*

— *WORKSHOPS*

— *EMPLOYABILITY SKILLS*

— *COUNSELING*

— *CAREER GUIDANCE*

Name: _____

Address: _____

_____

Phone: _____

(904) 395-5052

From: _____

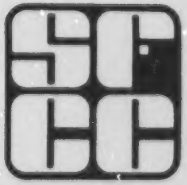
_____

_____

Place
Stamp
Here

Sex Equity Program
Santa Fe Community College
3000 N.W. 83rd St.
Post Office Box 1530
Gainesville, Florida 32602

Sex Equity Program
Santa Fe Community College
3000 N.W. 83rd Street
P.O. Box 1530
Gainesville, Florida 32602



SANTA FE COMMUNITY COLLEGE IS AN EQUAL OPPORTUNITY EDUCATIONAL INSTITUTION

SEX EQUITY PROGRAM IN VOCATIONAL EDUCATION

SANTA FE COMMUNITY COLLEGE

TO: Persons Using SIGI

I would like to take this opportunity to introduce you to a new program at Santa Fe - the Sex Equity Program in Vocational Education. We offer a number of services that may prove beneficial in helping you choose a career and return to school.

The program is designed to help people become aware of the variety of vocational-technical careers available to them. Emphasis is placed on exploring opportunities in non-traditional careers, those that have traditionally been reserved for the opposite sex. Besides offering training in a vocational area at Santa Fe Community College, the program also provides support services to help students successfully complete their training and obtain employment.

SANTA FE COMMUNITY COLLEGE VOCATIONAL EDUCATION PROGRAM

NON-TRADITIONAL CAREERS FOR WOMEN:

Automotive Technology
Biological Parks
Building Construction
Drafting Technology
Electrical Construction
Electronics Technology
Emergency Medical Technology
Environmental Science
Farm Management
Gasoline Engine Mechanics
HARV (Heating, Air Conditioning, Refrigeration & Ventilation)
Law Enforcement
Welding

NON-TRADITIONAL CAREERS FOR MEN:

Career Associate-Special Education
Child Development
Clerical Studies
Clothing Production & Fashion Merchandising
Cosmetology
Dental Assistant
Dental Hygiene
Human Service Aide
Legal Assistant
Medical Secretary
Nuclear Medicine Technology
Nursing
Radiologic Technology
Respiratory Therapy Technology
Secretary

If you would like to learn more about any of these vocational education programs, information can be obtained through the Sex Equity Program. In addition, career counseling is provided to help persons explore career interests and make educational plans. Information and referral is provided to assist persons in obtaining services from other community resources, as well as from other programs at Santa Fe Community College.

For more information contact:

Sex Equity Program in Vocational Education
Santa Fe Community College, Room A-243
Post Office Box 1530
Gainesville, Florida 32602
(904)395-5052

NON-TRADITIONAL CAREERS

The Sex Equity Program helps people become aware of non-traditional vocational technical careers. Occupations are no longer seen as for only men or for only women. All persons are encouraged to choose occupations based on their talents and interests and should not be restricted by stereotypes when making career decisions.

SALLY FRANKLIN
AUTO MECHANIC

Sally had been a part-time arts and science student for many years. When asked why she changed to auto mechanics she replied, "I came to SFCC to register and my car broke down. I was really upset. While I was waiting for someone to fix my car, I looked through the catalog and saw that auto mechanics classes were offered. I said, 'that's what I'm going to do!' and that's what I do."
The Sex Equity Program placed Sally in a part-time job at Sears Roebuck and Company while she went to school.

After being a ship builder for six years, Henry decided to make a career change. At age 34 Henry is finally pursuing his life's interest in cosmetology.

HENRY FLAGG
COSMETOLOGIST

PUBLIC SERVICE ANNOUNCEMENT

CONTACT: LAURA CHAMBLESS
EXT. 269

SANTA FE COMMUNITY COLLEGE'S SEX EQUITY IN VOCATIONAL EDUCATION PROGRAM IS ACCEPTING APPLICATIONS FOR A SHORT-TERM TRAINING PROGRAM TO PREPARE WOMEN AND MEN AS FIRE EXTINGUISHER MAINTENANCE SPECIALISTS. APPLY IN PERSON FROM OCTOBER 3RD THROUGH OCTOBER 14TH, 9-12, 1-4 IN ROOMS A-243 OR A-233. INSTRUCTION WILL BE PROVIDED IN THE INSPECTION AND RECHARGING OF FIRE EXTINGUISHERS, EMPLOYABILITY SKILLS, AND BODY CONDITIONING. APPROXIMATE COST $70. CALL SANTA FE COMMUNITY COLLEGE AT 377-5161 EXT. 356 FOR MORE INFORMATION.

U.S. Department of Labor

Office of the Secretary
Women's Bureau
Washington, D.C. 20210

Reply to the Attention of:

JUL 18 1984

Ms. Linda Lanza-Kaduce
Director of NTO
Santa Fe Community College
P. O. Box 1530
Gainesville, Florida 32602

Dear Ms. Lanza-Kaduce:

On behalf of Ms. Delores Crockett, Regional Administrator, Region IV, and the national team led by Mrs. Clinton M. Wright, Deputy Director, Women's Bureau, thank you for taking time from your busy schedule to serve as a recorder at the Job Training Partnership Act (JTPA) workshop held in Orlando. Your participation and support were very significant in the successful implementation of this most important initiative.

The Women's Bureau looks forward to a continuing working relationship with you as we seek to address the myriad of issues impacting on women in the labor force.

Again, we thank you for your presence and contribution to our program.

Sincerely,

Lenora Cole Alexander

LENORA COLE ALEXANDER, Ph.D.
Director

SANTA FE COMMUNITY COLLEGE
POST OFFICE BOX 1530
3000 N.W. 83 STREET
GAINESVILLE, FLORIDA 32602

OFFICE OF STUDENT DEVELOPMENT
DISPLACED HOMEMAKER PROGRAM

12 April 1984

Linda Lanza-Kaduce
Sex Equity Program
Santa Fe Community College
Gainesville, Florida

Ms. Lanza-Kaduce:

The Displaced Homemaker Program: Focus on the Future has recently graduated its first class. It is exciting to us all that this program, so long overdue, is finally in full swing. This seems an appropriate time to thank you and the Sex Equity Program for strong and continuing support.

The goal of both programs is to enable women entering the job market after a hiatus or struggling to support themselves and a family in low-paying jobs to transfer unused or unidentified skills into better positions. The Sex Equity Program, with its G.E.D. preparation course, its short-term non-traditional job training, and its workshops and seminars on non-traditional employment, certainly helped the clients in our Displaced Homemaker Program widen their horizons and increase their options.

As the Counselor/Instructor for the Displaced Homemaker Program, I consider myself and the clients fortunate that we could draw on the experience and resources of the Sex Equity Program.

Sincerely,

Jean A. Boardman
Counselor/Instructor

OCCUPATIONAL ALTERNATIVES: A SURVEY COURSE IN VOCATIONAL EDUCATION

Room L-256
Monday and Wednesday

Instructor: Susan Motz, Project Assistant for Sex Equity in Vocational Education

COURSE OBJECTIVES:

This course is designed to help students with career decision making and to provide opportunities to explore A.S. degree, certificate and post-secondary adult vocational education programs. The course focuses specifically on how to choose a career, gaining experience in non-traditional vocations, and formulating career goals and education plans. Students will rotate through Santa Fe Vocational Education Programs receiving comprehensive information on respective fields and hands-on experience in each.

COURSE REQUIREMENTS:

1. Attendance and Participation

   Since this is a survey/discussion class, attendance is important. Students will be graded on attendance, preparation for class, aptitude and involvement in the class discussions and activities (25% of final grade).

2. Diary of Hands-on Experiences

   Students will write a diary describing their experiences in each hands-on vocational area. The diary should include information on how each area fits or does not fit their personal job interests, abilities, work preferences and values. Using information gathered from class and Occupational Outlook handouts, the student should include salary, job availability, opportunities for advancement, security, education necessary and other job related factors. The diary is due at the final exam (25% of final grade).

3. Sex Role Stereotype Project

   Each student will develop a project examining sex role stereotypes in America today. Material from magazines, television, advertising and personal experience is to be put together to show the extent of sex role stereotypes still existing and any changes that have occurred. Describe the consequences of the sex role stereotypes on occupational choice. Due June 6, 1984. (25% of final grade).

4. Final Exam

   The final exam will include an oral presentation describing the occupational area that the student has chosen and why and a written test which is multiple choice and short answer. The written test will cover women and work, sex-role stereotyping, career decision making, information on the eight occupational areas, minimum wage and non-traditional careers (25% of final grade).

DIRECTORY OF NON-TRADITIONAL WOMEN WORKERS IN ALACHUA AND BRADFORD COUNTIES

Sex Equity Program
Santa Fe Community College
Post Office Box 1530
3000 N.W. 83rd Street
Gainesville, Florida 32602
(904) 395-5052

Under the auspices of the Office for Women's Programs and Special Projects.

Funded by a grant from the Florida Department of Education, Division of Vocational Education, Tallahassee, Florida, 32301.

Compiled by Susan C. Motz and Dena McDuffie

INTRODUCTION

Today, with changing technology, increased numbers of women heads of households, and a general trend towards equality and equal opportunity, the separation of careers into "male" and "female" is being questioned. More and more women are moving into fields such as building construction, management, skilled trades, agriculture and engineering technology which have been traditionally dominated by men. Opportunities for challenging, well paid, satisfying careers exist in many vocational areas. Yet women continue to limit their career choices based upon sex-role stereotypes and outmoded notions of what jobs are appropriate and feminine.

This Directory of Non-traditional Women Workers has been developed to assist women in educational and career decision-making. A non-traditional worker is a member of one sex who is working in a job which in the past was almost exclusively held by members of the opposite sex. One of the most effective methods of expanding women's career options into previously male occupations is the use of worker role models. However, finding such role models for non-traditional jobs can be difficult as sex segregation in education, training and employment continues to exist in the United States. This Directory is designed as a resource to encourage women to explore their abilities and potential in an unlimited range of career choices.

It is hoped that educators and counselors will utilize the resource people in this Directory to provide career information, broaden occupational choices, help overcome cultural and social barriers, and ease the transition into non-traditional fields.

The opportunity to see and hear women who are successful in their chosen fields can often enable students and workers to move into training and jobs they had previously thought impossible.

This Directory was compiled by the Sex Equity in Vocational Education Program at Santa Fe Community College. Since July, 1979, the Sex Equity Program has been funded by the Florida Department of Education, Division of Vocational Education to encourage fairness for both sexes in vocational career choice, education and employment. The Sex Equity Program offers short-term technical training programs, seminars, career counseling and guidance and support services to students enrolled in non-traditional vocational education programs. Workshops on the Sex Equity Program, non-traditional careers, best jobs for the 80s, and assertiveness training are available for interested community groups. In addition, the Sex Equity Program provides presentations to high school, middle school and elementary school students and staff in a concerted effort to eliminate sex role stereotyping in occupational choice.

SANTA FE COMMUNITY COLLEGE
VOCATIONAL EDUCATION PROGRAMS
Non-traditional For Women:

Automotive Technology
Biological Parks
Building Construction
Drafting Technology
Electrical Construction
Electronics Technology
Emergency Medical Technology
Environmental Science
Farm Management
Gasoline Engine Mechanics
HARV (Heating, Air Conditioning, Refrigeration & Ventilation)
Law Enforcement
Welding

Women are enrolling in more diversified educational fields than ever before. It is anticipated that future updates of the Directory will include women from all the non-traditional vocational training programs available at Santa Fe Community College.

We would like to thank all of the non-traditional workers who have so graciously consented to be included in this Directory. Of course, they are only a small portion of the non-traditional workers contributing to the well being and economic growth of Alachua and Bradford counties. Any women involved in predominantly male occupations who wish to join with us and be included in future directories are encouraged to contact the Sex Equity Program Project Coordinator at 395-5052.

Dr. Ann Bromley, Director of Women's Programs and Special Projects

Dr. Jack Fuller, Dean of Vocational Education

Ms. Linda Lanza-Kaduce, Project Coordinator Sex Equity Program

Ms. Susan Motz, Project Assistant, Sex Equity Program

The Directory of Non-traditional Women Workers focuses on occupations and careers for which education and training are available at Santa Fe Community College. Information about job opportunities, educational requirements and salary ranges is provided for each of the vocational fields. A listing of non-traditional workers from Gainesville and vicinity follows.

The women included in this Directory are enthusiastic about their work. All of the women have expressed a willingness to share job information and experiences with students. Many are also willing to participate in Santa Fe Community College Career Days, Sex Equity workshops or TV and radio spots highlighting non-traditional careers. The particular types of activities preferred beyond talking with individual students are noted under each listing. These non-traditional workers are interested in assisting when they are able. However, their participation is totally voluntary.

TABLE OF CONTENTS

Introduction..... 1

Agriculture/Animal Science..... 1

Building Construction/Carpentry..... 5

Drafting/Architecture..... 8

Electronics Technology..... 11

Emergency Medical Technology.....13

Environmental Science.....19

Law Enforcement..... 22

Mechanics, Maintenance & Repair..... 29

AGRICULTURE/ANIMAL SCIENCE

Approximately four percent of the American workforce is directly involved in the Agriculture industry. Prospects for employment are excellent for individuals selecting careers in Farm Management, Agricultural Economics, Landscaping and related fields. Currently, individuals involved in Agricultural Production earn from $10,000 to $20,000 annually, while those in administrative positions earn between $20,000 and $40,000 per year.

Training and education for careers in Agriculture and/or Animal Science can range from on-the-job training in various phases of agricultural production to formal education resulting in advanced degrees.

By cooperative agreement with the Alachua County Board of Public Instruction, Santa Fe Community College offers an Associate of Science degree in Farm Management. Students may specialize in either Animal Science or Environmental Horticulture.

HORTICULTURIST

Judy Holmes
Physical Plant - Building U
Santa Fe Community College
Post Office Box 1530
Gainesville, Florida 32602
395-5521 (work)

"The position of Horticulturist at Santa Fe Community College did not require any previous education, though classes in botany and/or

horticulture would have definitely been useful. The experience that I was able to offer the job was that I have been the part-time Groundskeeper at the University of Florida Veterinary School since January of 1984.

At Santa Fe, the Horticulturist is in charge of all of the indoor plants (the ones that belong to the school) and the annual beds, including the rose bushes. The duties include planting, watering, fertilizing, weeding, pruning and trimming.

This job requires a great deal of outdoor work, therefore a person who is considering this line of work should not mind being out in the weather or getting dirty. Overall, the job is very satisfying and allows a great deal of self direction."

GENERAL FARMING

Belle Jeffords
Route 1, Box 366
High Springs, Florida 32643
462-1235 (work)

Ms. Jeffords has been managing her own farm for 24 years.

SWINE PRODUCER

Eda Prendes
Route 1, Box 33
High Springs, Florida 32643
392-1934 (work)

Ms. Prendes is the Treasurer of the Florida Pork Producers Association. "I was always interested in agriculture and found that I could handle pigs. Pigs are very intelligent and interesting animals. You don't need to chase them. You call them and they come. There are many myths about pigs. I have raised my swine in the clean environment which they prefer. Swine Production, like all farming today, can be financially difficult because of varying feed and market prices, but I enjoy it."

Ms. Prendes will gladly talk with persons interested in swine production and help with workshops on non-traditional careers.

STUD MANAGER

Galen Miller
Al-Marah Arabian Horse Farm
Route 2, Box 115
Micanopy, Florida 32667
466-3623 (work)
466-3230 (work)

"There is a tremendous need for trained people to work with animals, especially in the horse industry. Arabian and quarterhorse farms are expanding in this area of Florida. Many young

people plan to go into veterinary medicine because they like animals. There are so many other rewarding fields where you work daily with healthy animals. I like to encourage people to investigate animal breeding and managing careers."

Ms. Miller is willing to participate in Career Fairs, talk with students and have them visit her horse farm and do an occasional TV or radio program.

BUILDING CONSTRUCTION/CARPENTRY

By 1987, it is projected that 127,000 new workers will be needed in the construction field. In addition, 58,000 new openings will be available in Carpentry each year and 2,200 new positions will be available for Construction Inspectors. The future looks promising for building trade workers. Carpenters make up a large percentage of those employed in the building field. In Construction, employment growth is expected to be fastest for Cement Masons and Insulation Workers. General Contractors can expect to earn $20,000 to $30,000 per year; Construction Workers will earn $10,000 to $16,000 per year; and Carpenters will earn from $12,000 to $20,000 per year. Union wages will be considerably higher.

Santa Fe Community College offers an Associate of Science degree in Building Construction. The program prepares graduates to work in a variety of construction jobs: Construction Planner, Estimator, Specification Writer, Skilled Craftsperson, Administrator and Construction Supervisor.

In addition, one-year certificate programs offer students the opportunity to obtain entry-level employable skills.

ALACHUA COUNTY BUILDING INSPECTOR

Carol Hurst
Alachua County Code Enforcement
120 S. Main Street
Gainesville, Florida 32601
374-5240 (work)

"I had been a Teacher, was married and had a child. My husband was an Engineer and through working with him I learned to read blueprints. After I was widowed, I found a part-time job using this ability. I learned on-the-job and took courses at Santa Fe in Math and Building Construction. I went from Plans Analyst to Building Inspector. There are many fields with advancement opportunities open to women. I truly enjoy my job. It is different and I am out of an office."

Ms. Hurst is available for workshops, Career Days and discussion her occupation with students.

VICE-PRESIDENT

Shea Huey-Norton
Kirkpatrick Builders of Gainesville
1338 N.W. 13th Street
Gainesville, Florida 32601
372-9549 (work)

BUILDING CONTRACTOR

Judy Furman
Furman and Furman, Inc.
4501 N.W. 23rd Avenue
Gainesville, Florida 32606
376-2756 (work)

"The Construction profession is a challenging field requiring knowledge and experience for many diverse areas. The Contractor is responsible for every detail and must wear many hats while supervising the job - from the design stage to estimating and bidding to financing to construction to marketing, even service after the sale. The reputation of a contracting firm is built on the capabilities and integrity of the company personnel. This field has many opportunities for women in professional capacities."

Ms. Furman has offered to participate in workshops and radio and TV programs or to talk with interested students and groups.

GENERAL SALES MANAGER

Pat Johns
Florida Woodland, Inc.
412 N.E. 16th Avenue
Gainesville, Florida 32601
373-1976 (work)

DRAFTING

The Drafter is an expert in the use of a universal system of pictorial representation. She serves as a connection between the conception and the accomplishment of an idea. Due to industrial growth and the increasing complexity in the design of modern products and processes, employment demands in the field of Drafting are increasing at a high rate. Engineering and architectural firms are the largest employers of Drafters. Many also work in manufacturing and in construction. Salaries for Drafters range from $10,000 to $20,000 per year.

Santa Fe Community College offers an Associate of Science degree in Drafting Technology. The program provides students with the necessary interpretive skills to be successful in a variety of Drafting positions.

SENIOR ENGINEERING ASSISTANT

Pamela Madden
City of Gainesville
700 S.E. 3rd Street
Gainesville, Florida 32601
374-2965 (work)

Ms. Madden designs and drafts wastewater collection systems for the City of Gainesville.

"I was a housewife with a young child when I got divorced. With no skills, it was difficult to support myself and my child. I picked Drafting because it was a man's job and thus paid better.

While studying Drafting at a community college, I found that I liked the work and was good at it. Community college education and math courses gave me an excellent preparation. There are good promotion opportunities on the job and you can also work at home doing Drafting for engineering firms."

UTILITY SYSTEMS COORDINATOR

Ellen Underwood
City of Gainesville
Water and Wastewater Department
700 S.E. 3rd Street
Gainesville, Florida 32601
374-2019 (work)

Ms. Underwood is responsible for coordinating utility services installation and calculating construction fees for new developers in Gainesville.

"Drafting has opened the door for me. My first jobs after junior college were as Billing Clerk and Keypunch Operator. I had taken Drafting in high school and found that I loved it so I began applying for Drafter positions. Finally, I was granted an interview and landed a job as a Drafter I with the City. Through on-the-job training, I have advanced until I had the opportunity for my present position. Although I am no longer working at the drafting board, I enjoy working with outside contractors and developers."

DESIGN AND DEVELOPMENT ENGINEER

Sharon L. Oakes
City Engineering Department
City of Gainesville
306 N.E. 6th Avenue
Gainesville, Florida 32602
374-2051 (work)

Ms. Oakes is interested in talking with prospective students and, if given advance notice, would be willing to participate in workshops, TV or radio programs or other similar activities.

"A Bachelor of Science degree in Civil Engineering can provide many career opportunities in either the private or the public work sector. A few of the disciplines in which one can specialize include structural design, stormwater management, and land development. Working, at present, as a Civil Engineer for the City of Gainesville has afforded me many professional challenges in the above specialties. These challenges are in project design and the regulatory review process and require field and office work. For these reasons and the fact that I am creatively challenged, I have yet to find the "dead end" to this career choice."

ELECTRONICS

One of the most rapidly expanding vocational areas is Electronics Technology. As our society becomes more mechanized, the demand for qualified Electronics Technicians continues to rise. Currently, annual salaries in the Electronics field range from $12,000 to $17,500 for a 2-year degree. An Electronics Engineer, which requires a Bachelor's degree, earns between $20,000 and $36,000 per year. Computer-related vocations command slightly higher earnings. In the area of consumer electronic repair (TV, stereo, VCR), there exists the potential for earnings up to $30,000 per year.

The employment picture for the immediate future will vary among different sectors of the industry. Production of industrial electronic products will increase as business purchases of electronic communications equipment increase. Purchases of imported products (TV, radio, VCR) will cause a decline in the need for domestic production workers in this area. Technicians will be in demand throughout the 1980s. It is projected that over 40,000 NEW Electrical and Electronic Technicians will be needed THIS DECADE. One fourth of these new positions will result from needs in the defense industry.

Some formal training and/or education are mandatory for virtually every job in this field. Additional on-the-job training, such as apprenticeship, is required for some jobs. Individuals opting for careers in electronic technology should have strong math and science skills.

Santa Fe Community College offers curricula leading to the Associate of Science degree with majors in several areas: general electronics, computer electronics, communications electronics and consumer electronics.

SELF-EMPLOYED ELECTRONICS TECHNICIAN

Barbara Beck
1006 N.E. 9th Avenue
Gainesville, Florida 32601
378-3590 (work)

"The Electronics field is intellectually challenging, stimulating and constantly changing. It can be done individually when you have obtained the necessary knowledge and skills. I can be self employed, stay at home to care for my children and still be actively involved in a career I am interested in."

Students may call to talk with Ms. Beck and ask questions about training, job experiences and career opportunities.

BIOMEDICAL EQUIPMENT TECHNICIAN

Jane Romaner
Shands Teaching Hospital
Clinical Engineering Department
Gainesville, Florida 32611
392-2431 (work)

"At Shands, I work on patient care machines--pillow pumps, fetal monitors, blood pressure monitors--a wide range of equipment. I like working with machines. You see a problem and, through a series of logical steps, you figure it out and solve it. There is also the service aspect. I like working with people and training machine operators to understand what the machines can be expected to do. This cuts down on service calls.

I was surprised how well I have done in the Electronics Program even though my math background was limited. There is theoretical emphasis in the Santa Fe program and practical applications are used in the field. You must be able to use a screwdriver and other tools. I may be the exception, but I have found no prejudice among the other technical reps who have all been men. They have accepted me no matter what my range of expertise."

EMERGENCY MEDICAL TECHNICIAN/PARAMEDIC

Police protection, fire protection and ambulance service are viewed as the three most essential community services. An Emergency Medical Technician (EMT) responds to emergency calls to provide efficient and immediate basic life support care to the sick and injured. The EMT maintains care during transport to a medical facility. Salaries vary according to city size and geographical location. EMTs currently earn annual salaries ranging from $9,000 to $16,000. The Paramedic is trained in the highly complex skills of advanced life support such as administering drugs and initiating intravenous injections. Physicians' orders are administered by the Paramedic in both the pre-hospital setting and during the transport of a patient to a medical facility. A Paramedic's salary ranges from $14,000 to $20,000 per year.

Employment in Emergency Medical Technology is growing. Increased public awareness and new federal and state regulations are contributing to this demand. It is projected that 37,000 EMT positions PER YEAR will become available through the 1980s.

Santa Fe Community College offers an Associate of Science degree in Emergency Medical Technology. The program is based on the ladder concept. Students completing the basic training course are qualified to take the Florida State EMT Certification Exam, administered by the Division of Health Related Services. Following six months of college-approved experience as an EMT, the student may enroll in Paramedic courses. Successful completion of this program qualifies students to take the Florida State Paramedic Certification Exam.

EMERGENCY MEDICAL TECHNICIAN

Laura Weaver
Alachua County Department of
Emergency Services
Post Office Box 548
Gainesville, Florida 32602
374-5222 (work)

"A friend of mine was an EMT. I became interested and enrolled in the training course. Emergency Medicine is a good field. In every article I read about best jobs for the future, Paramedics and EMTs rank in the top twenty. Here in Alachua County, there is a high percentage of women. Interestingly, on my shift, the women outnumber the men."

Ms. Weaver is willing to participate in Career Days and speak with students about her job experiences.

PARAMEDIC DRIVER

Nancy A. Poucher
Alachua County Department of
Emergency Services
Post Office Box 548
Gainesville, Florida 32602
374-5222 (work)

Ms. Poucher worked as a Patrol Deputy Sheriff for four years before becoming a Paramedic. She is willing to participate in Career Days, TV or radio spots about non-traditional careers and share experiences with prospective students.

PARAMEDIC DRIVER

T. Dianne Baker
Alachua County Department of
Emergency Services
Post Office Box 548
Gainesville, Florida 32602
374-5222 (work)

"Paramedic and Emergency Medical Technology is a relatively new field. Ten years ago, ambulance service was run by funeral homes. Drivers needed no training until Florida passed legislation requiring certification in 1974. This area of medicine has evolved and continues to change. For example, paramedics are beginning to work in critical care units of hospitals.

I began my career as a Volunteer Fire Rescuer in a rural area. Gradually, paid personnel were added to the Volunteer Fire Department. I was paid for forty hours but remained on call as a volunteer for the rest of the time for there was no one else to do the job. When my job became affiliated with Alachua County, I was able to take time off and return to school for Paramedic training. I really enjoy my work and receive satisfaction from it. At first, women worked only with a male partner. I was part of one of the first all female teams which are quite accepted now."

Ms. Baker has offered to participate and share her career experiences whenever she can.

PARAMEDIC

Patricia J. Evjen
Alachua County Department of
Emergency Services
Post Office Box 548
Gainesville, Florida 32602
374-5222 (work)

"Emergency Medical personnel in Alachua County traditionally start as drivers of rescue vehicles. As they gain experience, they move to the back of the unit to attend to patient care. There are also supervisory positions.

As a Paramedic, I can be in charge. It is definitely a challenge, always changing. I never know what I will be doing next. I have always been interested in medicine. In Emergency Care, I do not get bogged down in routine care, but stabilize one patient, deal with the immediate problem and then go on to the next."

Ms. Evjen has offered to assist with Career Days workshops, recruitment and other similar activities.

PARAMEDIC

Peggy Gregory
Alachua County Department of
Emergency Services
Post Office Box 548
Gainesville, Florida 32602
374-5222 (work)

Ms. Gregory will participate in workshops, TV or radio programs, as well as explain her work to interested students.

PARAMEDIC

Victoria A. Sessions
Alachua County Emergency Services
11 E. University Avenue
Gainesville, Florida 32601
374-5222 (work)

"I enjoy meeting and working with all kinds of people. It is very positive delivering babies and saving lives. The hours - 24 hours on and 48 hours off - enable me to spend more time with my family. Some people still expect Paramedics to be men, but women are often better with small children and rape victims. Most of the male EMTs and Paramedics are accustomed to having women coworkers so that is no problem."

Ms. Sessions is willing to talk with prospective students and help with workshops on non-traditional careers.

PARAMEDIC ASSISTANT

Linda Evjen
Alachua County Emergency Services
Post Office Box 548
Gainesville, Florida 32602
374-5222 (work)

"One of the big advantages of being a Paramedic is that I have never had trouble finding a job. I entered the field in 1975 when I saw an ad offering employment and training as an Emergency Medical Technician. At first, I was afraid to apply. I wasn't sure I could deal with

ill or injured people. A friend encouraged me. Then when I saw the ambulance, I got excited about the job. Once I was trained, accident victims never bothered me. I know what to do. I know that I can help.

It is easier for women EMTs and Paramedics today. They are not so unusual. However, in my first two jobs, I was the first woman. I was not accepted at first, but I saw this as a challenge. I refused to ask for help in my jobs and gradually the men realized that I was capable. Now that there are more women in Emergency Medical Services, I feel that I can ask for help when I need it."

ENVIRONMENTAL SCIENCE

Environmental Science is an inter-disciplinary science/engineering program designed to train technicians for careers in pollution control (water, air, and noise pollution). A technician in this field may be responsible for such duties as air pollution surveillance, anaiysis of water and wastewater samples, natural water assessment, source sampling and data interpretation. Graduates may be employed by governmental environmental regulatory agencies, industry or environmental engineering consulting firms. Environmental Scientists with A.S. Degrees earn approximately $15,000 per year. Those with advanced degrees earn considerably more.

Santa Fe Community College offers an Associate of Science degree in Environmental Science. Students are provided with the skills required for the assessment of physical, chemical and biological parameters indicative of environmental quality. Practical lab and field experience in sampling and analysis are stressed. Coursework also emphasizes the application of scientific and engineering principles to pollution control problems.

LABORATORY TECHNICIAN

Diane Dimitri
SCM Specialty Chemicals
Airport Industrial Park
Gainesville, Florida 32601
376-8246 (work)

"I have developed confidence in my abilities through physical labor and pragmatic skills. Having worked as a Cabinet Maker, Counselor, Aluminum Screen Installer and Maintenance Crew Supervisor, I found that the most satisfying jobs were those where I could see the product and know what I had accomplished. When I decided to return to school, I chose Environmental Science Technology because of my interest in science and my need to get into a higher paying field without investing too many years in school. After two years, I had my A.S. Degree and could earn a comfortable living.

For the past year, I have worked in the Environmental Science area. Laboratory technicians are very valuable workers for it takes time to train personnel in the use of laboratory instruments. Working in fields with male coworkers has taught me that I shouldn't be afraid to make mistakes. I have seen men make mistakes and keep on going. I have learned that and much more."

LABORATORY SUPERVISOR

Katherine White
Breedlove and Associates
618 N.W. 13th Avenue
Gainesville, Florida 32607
377-5830 (work)

"I have always been concerned about the quality of our environment. Being a Laboratory Supervisor allows me to work in a field where I can help protect our natural resources today and preserve them for the future. I believe the Santa Fe Environmental Science Program provides excellent training for its graduates and qualifies them for a wide variety of employment opportunities."

Ms. White is willing to talk to groups, do workshops on non-traditional careers, be on TV and radio, share job experiences with students and participate in Career Day activities

BIOLOGIST/ECOLOGIST

Lynn Mosura
Water and Air Research
6821 S.W. Archer Road
Gainesville, Florida
372-1500 (work)

LAW ENFORCEMENT

There are currently many positions available in the field of Law Enforcement. The job is frequently challenging and involves much responsibility. Salaries range from $12,000 to $18,000 per year. Supervisors earn slightly more. Positions are available with municipal, county and state agencies. It is anticipated that there will be a high demand for well-educated and trained Law Enforcement personnel.

Santa Fe Community College offers an Associate of Science degree in Law Enforcement, designed to prepare students to pursue a career in Law Enforcement. The basic curriculum is designed to meet the needs of local, regional and state Law Enforcement agencies.

EXECUTIVE DIRECTOR

Sandra Blount
Alachua County Department of
Corrections
3333 N.E. 39th Avenue
Gainesville, Florida 32601
377-1040 (work)

Ms. Blount has been the Executive Director of Alachua County Department of Corrections since 1981. Prior positions include Special Agent for the FBI, Director of Women's Detention Center and Prison Counselor. Her education and training were in both Criminal Justice and Management. She advises persons interested in positions similar to hers to develop their management skills.

POLICE OFFICER

Janet E. Presley
Gainesville Police Department
Post Office Box 1250
Gainesville, Florida 32602
374-2400 (work)

"I entered the Police Academy because I was interested in Law Enforcement and saw police work as a good career. People told me I should not go into police work for it was a man's job. I wanted to prove to myself and for other women that I could do it. I have never been treated differently because I am a woman. I have handled the job and never regretted my choice for a minute."

Officer Presley, a pioneer in her field, has been in Law Enforcement for twelve years. As a secretary, she attended the Police Academy at night to receive her certification to improve her chances of being hired. Her desire to learn police work and be professional was evident from the beginning. She is the only person to graduate from the Police Academy with a perfect grade. She will be happy to participate in programs on non-traditional workers and talk with students whenever her schedule permits.

SECURITY GUARD

Linda Bennett
Building T
Santa Fe Community College
Post Office Box 1530
Gainesville, Florida 32602
395-5519 (work)

"Campus Security Guards have arrest powers so Law Enforcement training is important. They must be bonded by the Sheriff's Department. When I was working in Police Communications, there was a women going through the Police Academy. I thought that would be interesting so I enrolled. Now, as a Security Guard at Santa Fe Community College, I do many things - from raising the flags and jump starting cars to managing disturbances and checking out fire alarms. I like the sense of freedom, being out of an office. It can get boring when nothing is happening, but you must be there when you are needed. I like night work best, riding around in the moonlight making sure that everything is locked and secure."

Ms. Bennett is willing to talk with students interested in Law Enforcement.

ACTING DIRECTOR OF GAINESVILLE POLICE DEPARTMENT - COMMUNICATIONS DIVISION

Sergeant Sadie Darnell
Gainesville Police Department
Post Office Box 1250
Gainesville, Florida 32602
374-2400 (work)

Sgt. Darnell's Law Enforcement career began with three years as a Patrol Officer. She served as Field Training Officer, as Advisor to a Police Department Explorer Post, and on several Oral Boards for the selection of Police and Reserve Officer candidates. In 1981 she was the first female promoted to Sergeant.

"I like the variety involved in police work There are a lot of transfers, each of which involves different responsibilities and more to learn. I was recently Sergeant in charge of implementing a court liaison program. It was an exciting challenge creating this new program for scheduling Officers' appearances in court. Working with the State Attorney's office, Public Defenders and local criminal attorneys was very interesting and expanded my view of Law Enforcement."

DEPUTY SHERIFF

Shannon Desmond
Alachua County Sheriff's Office
913 S.E. 5th Avenue
Gainesville, Florida 32601
378-1641 (work)

Deputy Desmond was interested in a Law Enforcement career when she received a college scholarship. She earned an Associate Degree in Police Administration and a B.S. Degree in Criminology. She has taken graduate courses in Criminal Justice in addition to 480 hours in Police Standards.

"One would believe that a woman would receive a great deal of opposition and difficulty from her male co-workers. I can honestly say that although there is strain from time to time, in my five years of experience I have received little to no flak. Just as in any other job, there are things I can do as well if not better than my fellow male co-worker."

She can be called upon to be on radio or television shows, participate in workshops or Career Days and have persons visit the Sheriff's Department, as well as talk with prospective students.

DEPUTY SHERIFF

Julie R. Nelson
Alachua County Sheriff's Department
913 S.E. 5th Avenue
Gainesville, Florida 32601
378-1641, ext. 332 (work)

"I started in 1971 as a secretary in a Sheriff's Department in West Virginia. Gradually I became involved in interviews with rape victims. This spurred my interest in becoming involved with actual law enforcement. I have found that if a female in a male-dominated field conducts herself as a professional, she will be accepted more readily and be respected."

Deputy Nelson is willing to talk with groups or individuals, participate in Career Day activities and workshops, be on television or radio, or have students visit her workplace.

ADMINISTRATIVE SERGEANT

Sgt. Della Shealy
Alachua County Sheriff's Office
913 S.E. 5th Avenue
Gainesville, Florida 32601
378-1641 (work)

"Law enforcement work is very interesting and keeps you informed about what is happening in your community. I worked in traffic violations and misdemeanors in a judge's office and as a Secretary in the Sheriff's Department. I attended the Police Academy when the position of Criminal Records Supervisor required a sworn officer.

I enjoyed the training at the Academy, but my main interest is in administration. Many women enjoy driving the patrol cars, but I have no interest in being on the road. I enjoy working in the Criminal Records Office. I also have my teaching certificate and have taught courses at the Police Academy."

MECHANICS AND REPAIRERS

In the technologically advanced society we live in today, mechanical equipment of one type or another touches almost all aspects of our lives. The people who work as mechanics and repairers perform the vital function of keeping machinery running and in good working order. More than one-third of mechanics and repairers work as automobile, truck or bus mechanics and automobile body repairers. Salary ranges for auto mechanics are between $10,000 and $17,000 per year.

Santa Fe Community College's vocational education program offers a one-year, 900 contact-hour program in Automotive Technology. Emphasis is placed on diagnosis and repair of all mechanical parts of the automobile, using test equipment found in most modern shops.

Some other large occupations include solar and heating, air conditioning, refrigeration and ventiliation. Union workers can expect to earn between $13,000 and $30,000 per year. Non-union workers earn significantly less. All together, maintenance and repair workers represent about one out of every three skilled workers.

Santa Fe also offers a 900 contact-hour program in Heating, Air Conditioning, Refrigeration and Ventilation. The program provides students with a comprehensive study of the fundamentals of conventional heating, refrigeration and environmental air conditioning with emphasis on manipulative skills, installation and service procedures, as well as training in diagnostic and repair techniques.

FIRE EQUIPMENT SPECIALIST

Patsy Longbrake
University of Florida
Pest Control Building #179
Gainesville, Florida 32611
392-1904 (work)

"My present job is maintaining, recharging and repairing fire extinguishers at the University. I like the responsibilities and ability to set my own pace. I am planning to take a course in Fire Protection which will prepare me to work in the Fire Marshall's office. My knowledge of chemical properties and fire extinguisher laws, codes and regulations which I learned to pass the Permit I test for Fire Extinguisher Maintenance will help me in my new career goal."

Ms. Longbrake is a graduate of the Sex Equity Program's Fire Extinguisher Maintenance Training Program. She is willing to talk with individuals or small groups about opportunities in fire extinguisher maintenance.

MECHANIC'S HELPER

Toni D. Fair
Alachua General Hospital
3080 S.E. 20th Avenue
Gainesville, Florida 32601
372-4321 (work)

Ms. Fair attended the Sex Equity Program's Small Motor Repair Training Program. After her training, she applied for a Mechanic's Helper position at Alachua General Hospital. Because of her training

and superior mechanical aptitude score, she was hired.

"I do not sit at a desk all day, but have freedom while doing my work. I have learned many interesting things--mechanical sign making, the operation of the computer-controlled boiler room, sewer cleaning and general maintenance and repair. I don't get bored on this job."

FIRE EXTINGUISHER MAINTENANCE SPECIALIST

Judy Nance
Alachua Fire Extinguisher Company
1220 S. Main Street
Gainesville, Florida 32601
377-3473 (work)

Ms. Nance is a graduate of the Sex Equity Program's Fire Extinguisher Maintenance Specialist Training Program.

"I am working with great people. I get to go to a lot of different places and meet all kinds of people. The job is just interesting and the hours are regular."

CABLE INSTALLER I

Shirley Davis
Cox Cable Television
1115 N.W. 4th Street
Gainesville, Florida 32601
371-3030 (work)

"The Cable Installer's Job is to hook up the cable television service for new subscribers. I enjoy working out-of-doors and meeting people. While working by myself can get lonely, I like the trust and responsibility of doing a job on my own. When I needed a job that paid more than minimum wage, I enrolled in the Sex Equity Project's Technical Training Program and received a linesperson certificate. At first, pole climbing was a little scary, but I've gotten used to it now. I've been working for Cox Cable for three years."

Ms. Davis has consented to participate in Career Days and workshops, and has been pictured in slide presentations.

FIRE EXTINGUISHER MAINTENANCE SPECIALIST TRAINING PROGRAM

- **SPONSORED BY:** THE VOCATIONAL EDUCATION SEX EQUITY PROGRAM AT SANTA FE COMMUNITY COLLEGE

  IN COOPERATION WITH:
  - FLORIDA FIRE EXTINGUISHERS CO., INC.
  - GATOR FIRE EXTINGUISHER CO., INC..
  - UNIVERSITY OF FLORIDA
  - GAINESVILLE AREA CHAMBER OF COMMERCE PRIVATE INDUSTRY COUNCIL

- **PROGRAM RATIONALE AND CURRICULUM:**

  THIS TRAINING PROGRAM IS DESIGNED TO PREPARE WOMEN AND MEN FOR ENTRY-LEVEL POSITIONS IN FIRE EXTINGUISHER MAINTENANCE. UPON COMPLETION OF THE PROGRAM, A PARTICIPANT WILL HAVE AN INCREASED CHANCE OF OBTAINING EMPLOYMENT IN THIS AREA. INSTRUCTION WILL BE PROVIDED IN THE INSPECTION AND RE-CHARGING OF FIRE EXTINGUISHERS, EMPLOYABILITY SKILLS, AND PHYSICAL CONDITIONING.

- **PROGRAM INFORMATION:**

  DATES: BEGINNING OCTOBER 24, 1983.... 6-8 WEEKS
  HOURS: MORNINGS AND AFTERNOONS
  LOCATION: SFCC, N.W. CAMPUS

- **APPLICATION PROCESS:** APPLY IN PERSON AT SFCC, BUILDING 'A', ROOMS 233 AND 243, MONDAY THRU FRIDAY, 9:00 AM - 12:00 NOON AND 1:00 PM - 4:00 PM, OCTOBER 3-14, 1983

- **APPROXIMATE COST:** $70.00 (POSSIBLE FUNDING IS AVAILABLE FOR ELIGIBLE PARTICIPANTS)

FOR MORE INFORMATION, CONTACT: VOCATIONAL EDUCATION - SEX EQUITY PROGRAM, SANTA FE COMMUNITY COLLEGE (904) 377-5161, EXTENSION 356

EMPLOYMENT OPPORTUNITIES

EXIST FOR

FIRE EXTINGUISHER MAINTENANCE SPECIALISTS

SANTA FE COMMUNITY COLLEGE'S VOCATIONAL EDUCATION SEX EQUITY PROGRAM IS SPONSORING A SHORT-TERM TRAINING PROGRAM TO PREPARE MEN AND WOMEN FOR ENTRY-LEVEL POSITIONS AS FIRE EXTINGUISHER MAINTENANCE SPECIALISTS. INSTRUCTION WILL BE PROVIDED IN THE INSPECTION AND RECHARGING OF FIRE EXTINGUISHERS, EMPLOYABILITY SKILLS AND BODY CONDITIONING.

APPLY IN PERSON AT SANTA FE COMMUNITY COLLEGE

BUILDING A, ROOMS 233 AND 243
MONDAY thru FRIDAY, 9:00 AM – 12:00 NOON
1:00 PM – 4:00 PM
OCTOBER 3 – OCTOBER 14, 1983

THE TRAINING PROGRAM BEGINS OCTOBER 24, 1983 FROM 9:00 AM – 4:00 PM, MONDAY thru FRIDAY, 6-8 WEEKS

THE APPROXIMATE COST WILL BE $70.00.
POSSIBLE FUNDING IS AVAILABLE FOR ELIGIBLE PARTICIPANTS

FOR MORE INFORMATION, CONTACT:

VOCATIONAL EDUCATION
SEX EQUITY PROGRAM

SANTA FE COMMUNITY COLLEGE
(904) 377-5161, EXT. 356

216-D N.W. 3rd Avenue
Gainesville, Florida 32601
December 9, 1983

Ms. Linda Lanza-Kaduce
Sex Equity Program
Santa Fe Community College
3000 N.W. 83rd Street
Gainesville, Florida 32606

Dear Linda:

This is a letter of thanks and also of congratulations for a course of instruction well conceived and applied. Success, success, success, I think over and over again when considering this program. Success certainly for the coordinators and success for myself.

I have succeeded in obtaining a job skill that I plan to implement forthwith. A skill enabling me to obtain work in any job market across the U.S. I can inspect, repair, recharge and hydrotest portable fire extinguishers. I can hydrotest compressed gas cylinders. I can install, inspect and maintain pre-engineered fire protection equipment. That is a lot to say for a seven week course. I am proud to say it.

Learning a job skill is probably a measurable benefit, and glad I am that it is. I also have learned other skills that would be difficult to measure but which may be of more value to me in the long run; namely employability skills. Learning how to look for a job, how to interview, for one, how to operate successfully in a work environment are abilities which make me a more employable member of the work force.

All that I have written about above is important to me as a worker, and again I would like to thank you for making this opportunity available. But that is not all I have to be thankful for. This program has increased my self-esteem, my sense of self-worth, and I am better able to assert myself. I feel like a success. I have a positive attitude towards work and towards life itself. For that reason alone, I believe this program is beneficial to anyone who participates in it and would recommend it to a friend.

I hope that you can continue this service to the community, it is a most excellent one.

Sincerely,

Andrew Corsetti

Andrew Corsetti

The University of Florida

Pest Control Auxiliary

GAINESVILLE, FLORIDA 32611
TELEPHONE: 904-392-1904

March 6, 1984

Ms. Linda Lanza-Kaduce
Santa Fe Community College
Sex Equity Program
3000 N.W. 83rd Street
P.O. Box 1530
Gainesville, FL 32606

Dear Linda:

Previously, due to lack of properly trained personnel in the fire equipment field, a Fire Equipment Technician's position was usually filled by someone with very little or no knowledge of the field. The technicians training consisted mainly of accompanying an experienced person on his route for a few days. The technician gains what knowledge he/she can in this short time and is then on their own. How many mistakes will be made? How many lives will be placed in danger?

The Fire Equipment Maintenance Specialist Training Program taught at Santa Fe Community College, by the Sex Equity Program eliminated the probability of most of those early career mistakes. Through training and hands-on experience each student was taught the proper procedures on fire equipment. They learned what malfunctions could possibly exist and how to discover and repair them. This course stressed safety and the need for a conscientious attitude. All applicable codes were included and each student had the opportunity to perform recharges, hydrotests, and repairs under trained supervision.

This Fire Equipment Maintenance Specialist Training Program not only saved private industry valuable time and money in training Fire Equipment Technicians, but also may actually have saved lives. When the graduating students do actually work in this field, they will not be missing the malfunctions that they otherwise may have missed. The fire equipment they pass will be more dependable due to their knowledge and conscientious work.

The prime responsibility of the fire equipment field is saving property and lives. The Santa Fe Community College's Sex Equity Program has taken a large step in that direction. I am proud to have had a part in such a project.

Sincerely,

Thomas G. Eadie
Building Inspector

TGE/rs

Fire Safety Specialists

James E. Nollinger

Hubert J. Bell

April 16, 1984

Ms. Linda Lanza-Kaduce
SANTA FE COMMUNITY COLLEGE
P.O. Box 1530
Room A243
Gainesville, Florida 32606

Dear Linda:

Thank you for talking with me on Tuesday, April 10th.

I thought the article in Firewatch on Fire Extinguisher Maintenance Specialists was excellent. I would like to see this type of program started in Chicago as well as nationwide. I believe it can be done with alot of work, just like anything else.

I am enclosing my company brochure on our new type of consulting, planning and training programs. We have had very good response on our new venture and we look for it to continue to grow as we try to reach and educate more and more companies and people.

Also enclosed is a booklet that I made up while working for a fire equipment distributor in Chicago. The booklet was designed to help sell the company's image and answer questions about various services and procedures. We found that this booklet became a very important selling tool for us after the salesman would make his first call. The customer was able to go through it and answer some of his questions just by reading through the booklet.

Along with this information I am enclosing my resume so you have an idea of my experience in the fire service field.

Thank you again for your time. I hope we can be of help and assistance to each other in the future. I look forward to hearing from you.

Sincerely,

James E. Nollinger

James E. Nollinger

JEN:man